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DEPARTMENT OF THE ARMY
THE U.S. ARMY CENTER OF MILITARY HISTORY
102 FOURTH AVENUE
FORT LESLEY J. MCNAIR, DC 20319-5058

July 2, 2013

Historical Resources Branch
FOIA 13-007

This is in response to your FOIA request 13-007, dated June 10, 2013, in which you requested the minutes of the Department of the Army Historical Advisory Committee (DAHAC) for the last ten meetings.

We are providing you copies of the minutes of the DAHAC meetings from 2002 through 2011. There was no DAHAC meeting in 2012, due to the elimination of the parent committee, The Department of Defense Historical Advisory Committee, being terminated by the Office of the Secretary of Defense in 2012.

If you have questions regarding this request, please contact Mr. Frank R. Shirer at the above address or at telephone number (202) 685-3098 or via e-mail Frank.Shirer@US.ARMY.MIL

Sincerely,

A handwritten signature in cursive script that reads "Frank R. Shirer".

Frank R. Shirer
Chief, Historical Resources Branch

Atch.

DEPARTMENT OF THE ARMY HISTORICAL ADVISORY COMMITTEE

-Proceedings-

24 October 2002

In attendance at all or part of the open meeting of the Department of the Army Advisory Committee (DAHAC) were the following personnel:

- BG John S. Brown**, Chief of Military History, Center of Military History.
Dr. Jeffrey J. Clarke, Chief Historian, Center of Military History (Executive Secretary, DAHAC).
Dr. Gerhard Weinberg, University of North Carolina (Chairman, DAHAC).
Dr. Peter Maslowski, University of Nebraska (DAHAC).
COL James T. Hirai, Deputy Commandant, U.S. Army Command and General Staff College (DAHAC).
COL Robert A. Doughty (representing BG Daniel J. Kaufman, U.S. Military Academy), Department of History (DAHAC).
COL Lawyn C. Edwards, U.S Army Combat Studies Institute.
COL Craig Madden, U.S. Army War College (DAHAC).
Dr. Linda Frey, University of Montana (DAHAC).
Dr. James T. Stensvaag (representing LTG Larry Jordan, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).
Dr. Jon T. Sumida, University of Maryland (DAHAC).
Mr. Howard Lowell, National Archives and Records Administration (DAHAC).
Mr. Edward Arnold (representing LTG John M. Le Moyne, Deputy Chief of Staff, G-1) Office of the Deputy Chief of Staff for Personnel (DAHAC).
Dr. Paul Walker, U.S. Army Corps of Engineers.
LTC James Costigan, U.S. Army Heritage and Education Center.
Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC).
Dr. Richard Gorell, Chief, Field Programs and Historical Services Division, Center of Military History.
Dr. Richard Stewart, Chief, Histories Division, Center of Military History.
Mr. John Elsberg, Chief, Production Services Division, Center of Military History.
Mr. Terry Van Meter, Chief, Collections Branch Branch, Museum Division, Center of Military History.
LTC Steve Larson, Center of Military History.
MAJ John Tokar, Center of Military History.
Dr. Britt McCarley, U.S. Army Training and Doctrine Command.
Mrs. Rebecca Raines, Chief, Force Structure and Unit History Branch, Field Programs and Historical Services Division, Center of Military History.

The session opened at 8:45 a.m. with a group photo. Mr. Phillips followed with some administrative announcements concerning TDY settlements and lunch arrangements for both meeting days. Dr. Clarke and Dr. Weinberg then introduced everyone present. Dr. Weinberg concluded the introductions with a general outline of the topics to be addressed for the meeting.

Weinberg: General Brown, would you lead off for our meeting?

[9:10 a.m.]

Brown: [See Briefing Notes, Enclosure 1]

The Center is always looking for quality research and manuscripts, and you may have some good graduate students with material that they might want to see published in our venue. Of course, we cannot pay them a stipend, but for a young historian just starting in the profession, who needs to make his mark with his first publication, I think we could be very helpful. So I ask that you be on the lookout for good talent. Such persons might also end up working here in the Center or at one of our field offices....

Many of the FOAs in the Army took a 20 percent cut in personnel. We did not. [Two handouts were distributed; neither are available for these written proceedings.] I think this is a solid indication of both the value that the Army leadership places on Army history, and the influence that the DAHAC exercises within and among the Army leadership. At the end of your last session, you communicated with the Secretary of the Army--and he listened to you....

[9:39 a.m.]

Maslowski: Excuse me, general, but there's a question that I have about one of your earlier slides. Is anything else being done on contemporary operations besides oral history? I think oral history is better than nothing, but we ought to be careful that oral history doesn't replace documentation--and solid research.

Brown: Good point. We're sensitive to the issue you raised, and we're working on it. I think it's important that we remember that we're dealing with two kinds of oral history: one is routine, the exit interview for example, and the other is first-hand experience. We're trying to achieve balance in the latter category, while gathering the important documentation that we need. With security classification and spotty collections retention, it's tough to do. We're in a very gray area with records management.

Weinberg: But the technology exists to routinely save all electronic records by using electronic microfilm. I don't disagree with what you're doing, but it seems to me that we should be looking at a reliable long-term fix--at least at the deputy or assistant chief of staff level. I don't understand why that isn't already being done.

Arnold: Actually, we are doing some of that already, but it's only for short-term retention. There's just too much volume to save everything, and we really don't have the resources to filter what's important and what's not.

Brown: I think we also must accept that some people might be less candid if they knew that *everything* that was written was being saved for future generations. Ed {Arnold} has made a solid point too. We get a CD of principal papers from the senior staff regularly. We're working the problem, and I think that's a step in the right direction.

Weinberg: Okay. Another or different point that I want to raise from your briefing concerns the move of the national museum [National Museum of the United States Army (NMUSA)] to Fort Belvoir. It looks awfully remote to me, where the museum is to be located. If the public can't get there, the public won't go.

Brown: Well, we've been assured that the Metro will be there, but it may be delayed a couple of years. The original plan was for the Metro to be in place about two years before NMUSA was built. Now, because of various funding and construction delays, it may be the other way around. NMUSA may get to Fort Belvoir first, and the Metro stop will come a couple years after that.

Weinberg: Dr. Clarke, it's your turn.

Clarke: I'd like to begin with the large document that you received in your read-ahead package. Is there anyone here who did not get it? [pause] Do you have any changes for our annual *Army Historical Program* report? This is the draft that addresses the broad scope of the Army Historical Program. We'll see what we have done in the Center, and also what's being done at the major field history offices. One point that I would like to highlight for you, which is not in the draft report, is that we've started preparing some historical narratives about more contemporary military operations. This was something that we've talked about in the past and that you encouraged the Center to pursue. The book you just received, *Jayhawk*, is one of our most recent initiatives in that direction. We also have two draft operations brochures, which ought to be coming out soon. One is on the Army's operations in Somalia by Dr. Stewart; I think this will be published early next year. The other is about Operation *Just Cause* by Cody Phillips, which probably will follow will follow the Somalia brochure a month or two later; look for it next spring or early summer. So I think we've gotten a solid start in this new direction.

Weinberg: May I suggest that we hold off discussion on this until next year, so that we can see the first efforts and evaluate them and the direction that the Center is going?

Clarke: Okay, I think that will be fine. We may have some more material by then as well. We have a number of other initiatives on the table. We've started on the Cold War series, with one volume already underway. We're looking at two outside manuscripts for future publication too. I'm happy to report that we had a very successful Army Historians Conference this year, with over 70 papers presented. And we have several contract histories in progress as well. The Defense acquisition history is one of the big ones in that category. Another one that may interest a large audience in the Army leadership and the profession is a study on operational research.

A major frustration in all these publications efforts is the continuous distractions that come our way. Many of our historians are being side-tracked to support short-term and focused studies on terrorism, prisoners of war, desert warfare, Army Transformation, and others--just to name a few. We've always received kudos for our contributions in these efforts, but these projects are draining our resources and slowing progress on other projects.

Weinberg: Will the Defense acquisition history be published for the general public, or will it have a limited access?

Clarke: Published. This will be a product available to everyone.

Weinberg: So these will go to the depository libraries?

Clarke: Yes.

Weinberg: What about things like annual histories?

Clarke: It really depends upon the distribution arrangements made by the producing MACOM [major Army command]. Libraries ask for CMH [Center of Military History] publications. These are very popular. I don't know about the track record for MACOM products.

Weinberg: What I've always argued is that 50 extra copies be made, with one copy being sent to every major state library in the country. This would ensure that there would be some availability for these other publications throughout the nation. This ought to be a standard procedure, especially for the publications that are not generally available or distributed to other public outlets.

Brown: We've talked about this with the MACOMs. I think you will find that some MACOMs have done this. Others have not. Much of this depends upon the quality of the material, the willingness to send it, and whether or not it justifies the effort. We encourage the MACOMs to do this—to make their publications more accessible and give their historical programs more visibility. We'll continue pressing them, but it really depends upon their willingness and ability to follow through.

Clarke: Maybe what we can do as an interim measure is try collecting one copy of these publications here at the Center. Some, like the annual histories, are routinely sent; others are not. Maybe I can ask the commands to send us a copy of the things we usually don't receive. I'll ask Mr. Phillips to look into it, and we'll try getting back to you when we meet again next year.

Weinberg: Okay, I think that is a start. I'd like to discuss some of the staffing issues that were raised in the *Army Historical Program* report, particularly for USAREUR [U.S. Army Europe], USARPAC [U.S. Army Pacific], and MDW [U.S. Army Military District of Washington]. These seem to be questions about resources and out-sourcing. Perhaps we can address this as a group tomorrow morning.

Maslowski: I noted in your report that you cite 500 oral history interviews—an impressive number. A minor point, however: that's 100 less than you mentioned earlier this morning.

Clarke: It's 500 oral history interviews done by MHDs [military history detachments], plus 100 interviews by our historians in the Center. Actually, it's probably a few more than that since the numbers were compiled.

Frey: I'd like to follow-up on the comments made earlier about sending material to libraries. It seems to me that there's a more fundamental problem here. Is there a centralized database? I mean, if it can't be found or no one knows it exists, it does not matter where the material is sent. We don't have to send publications directly to libraries if the libraries or researchers can go to a central database.

Elsberg: There are some finding aids. The depository libraries are centrally managed here, but GPO [U.S. Government Printing Office] operations in Washington, DC serves only this area. I think you'll see significant changes coming soon. The disconnect between regional service and national service was discovered only recently, and steps are being taken to correct the problem—at least with the distribution and accessibility for a lot of material.

Brown: We're trying to get a grip on this, and we seem to be approaching the issue by fits and starts. Ask us about this next year. We'll have good news for you then—I hope.

Clarke: Some of these publications are of marginal quality, and some are of narrow utility. GPO doesn't see many of them as official—even though many of them may look like real books or official publications. [A handout was distributed; a copy was not

available for these written proceedings.] Many of these publications, whether they are *official* or *unofficial*, are worth keeping for future research and study—even if they don't have a large audience. But then, there are some things that commands put out that I just as soon never see the light of day.

Weinberg: My concern is that the public pays for these publications, but doesn't have access to them. Only the government can see what is produced—and even that is arguable. At least provide some outside access, which just 50 copies would accomplish. Surely that much could be done.

Brown: What I'll do is ask the commands to give us an idea of what has been accomplished. Maybe we just have to change our perspective. The glass isn't half-empty; it's half-full. Next time we meet, we'll be better prepared to discuss this subject with specific data. We're not unmindful of this need, but—obviously—we need to do better. Right now, I think I better get some numbers so that we know what we're talking about. Yes, we'll look into this more deeply and get back to you.

Weinberg: Well then, why don't we take this opportunity to talk about the situation at CSI [U.S. Army Combat Studies Institute]?

[10:20 a.m.]

Edwards: This committee has done a lot to help us resolve matters affecting CSI, and I personally want to thank you for all you've done. It's been a rough road, but I see light at the end of the tunnel. [At this point, COL Edwards introduced the new deputy commandant of the U.S. Army Command and General Staff College, COL (P) James T. Hirai.]

Hirai: [A handout was distributed among the members; a copy was not available for the written proceedings.] Our charter is to develop leaders for the transformed force.... We have new challenges for our leaders in the future, and that is one of the critical issues that demand the attention of CGSC [U.S. Army Command and General Staff College]. This is where the revised educational curriculum at Fort Leavenworth interfaces with these challenges and our rising officers.... There will always be a mix of Active Component and Reserve Component going through Fort Leavenworth for CGSC. The intent is to be adaptable to the needs of the Army and its officers.

[There were several questions and lengthy discussions that dealt with the changed curriculum and an understanding of what these changes are. Participants in this phase of the meeting included BG Brown, Dr. Clarke, COL Madden, COL Hirai, Dr. Sumida, and COL Edwards.]

Sumida: It sounds like there's more training here than education.

Edwards: We teach history as a leader development tool. So I can understand where you might see more training than education, but I think we have the right balance. Remember that the majority of our focus is U.S./Euro-centric.

Brown: There's a lot of education going on at CGSC.

Sumida: I'm sure there is, but the curriculum being shown here sounds more like training to me. I've never been to CGSC, so all I can do is respond to what I'm seeing here.

Edwards: And Dr. Sumida, I hope we can fix that soon. I'd really like you to come visit us sometime.

Doughty: You'll always find this tension--training versus education--in the Army, but you have some strong advocates at Fort Leavenworth--so take heart. This looks like a solid program to me.

Weinberg: One thing missing from all this is the visiting professor, the Morrison Chair.

Edwards: Yes sir, and we may need some help on that one.

Frey: Okay, I think I understand your curriculum, but I'm not clear on your selection criteria. Who goes to Fort Leavenworth, and who goes to one of the satellite operations?

Hirai: For Leavenworth, essentially, it's for operations officers. Right now, it's a pilot program. We'll probably have a few bugs we need to work out after we go through the initial cycles.

Frey: Okay, this is a pilot program. When does it start? Or has it started?

Edwards: It's started. We're working it in as the resources, facilities, and students become available. We can't do it all at once.

Weinberg: Let's continue with CSI. It sounds like all this is a result of our earlier efforts.

Edwards: [Two briefing slides were shown.] We should be able to cover 160 officers in training for ROTC [Reserve Officers Training Corps] classes. In time, we expect that every--or as close as we can get, nearly every--ROTC instructor doing a military history class on a college campus will have been through our training program. It's a good program. And it's accredited for graduates.

Weinberg: May I suggest that you talk to your civilian counterparts, so that they don't revoke the accreditation for military history classes for ROTC?

Edwards: We're working on that.

Clarke: Have you considered presenting this to a meeting of the Society of Military History?

Stensvaag: Britt [McCarley] already submitted a proposal for their 2003 conference.

Sumida: I'm the program chairman for the 2004 meeting. If you don't get a spot for next year, shoot for the following year.

Stensvaag: We'll be there.

Maslowski: Are your history teams at CSI going to be a mix of military and civilian instructors as you enlarge?

Edwards: We want balance. I have a lot of retired colonels, who are willing or want to come back in civilian clothes, but I don't have many *civilians* who are coming forward to

fill these new billets. When you get a retired colonel on the platform, it's really just another military guy wearing civilian clothes. I'd really like to have some people who were genuinely civilians. We want balance.

[A general discussion followed about the organizational structure of CSI. The principal participants included Dr. Frey, Dr. Stensvaag, and COL Edwards.]

Edwards: Remember also that this new organization reduces some of the electives. There aren't as many electives as we had in the past.

[A general discussion, along with many questions, followed concerning the current and future course design for military history instruction at CGSC. The principal participants in the discussion included Dr. Clarke, COL Doughty, Dr. Sumida, and COL Edwards.]

[The DAHAC recessed at 12:02 p.m. and resumed at 12:13 p.m.]

Weinberg: I think the next topic on our agenda is historical records. Mr. Arnold, would you like to lead off?

Arnold: Generally, it's good news, but we've got some bad news mixed in. As a result of 9-11, we discovered that storing data in the personal computer that is located with the person who created the data is bad. A great amount of institutional memory and records were lost. Surprisingly, many of the records were destroyed from water damage, not from the explosion and resulting fire. We've started to fix this, primarily with backup files that are physically separated from the creators of those records and centrally located. Now the bad news: the resources to complete these initiatives dried up at the DOD level. And all this has gotten blurred with the recent re-organization within the G-1 shop and Headquarters, Department of the Army.

In February 2002, the Information Warehouse was subsumed under Personnel Transformation. Now that means that we're getting great support coming from the Deputy Chief of Staff, G-1, the Vice Chief of Staff of the Army, and the Under Secretary of the Army. But Army Transformation--and for us that translates to Personnel Transformation--dominates the horizon. The Information Warehouse is able to gather more visibility by its association with transformation initiatives, but the trend is in how it relates to personnel issues. The events of the next 18 to 24 months may unfold rapidly.

Weinberg: Since the electronic records may vanish in the next few years--or at least the various soon-to-become-obsolete systems we use--has anything been done with the new technology to mini-engrave these records on permanent plates?

Arnold: No. Right now, we're focused on finding, collecting, and preserving the material. Our immediate concern is determining what's out there, and then getting control over it.

Lowell: This is an issue that the National Archives is looking at too.

Weinberg: The National Academy of Sciences says that long-term preservation of electronic records is not working. Micro-engraving this material lasts longer. People involved in preserving records should be looking into this.

Clarke: Are you saying that your organizational realignment means that your focus in the Information Warehouse has shifted from organizational or operational records to personnel records?

Arnold: Yes. The reason given is that these are the records that interest most people. But let me add that the technique--the technology--we put in place for these records will work for other types of records too.

Clarke: That new command that was just created, are they the drivers for this changed direction--this new initiative?

Arnold: Information Command? Yes.

Sumida: My sensing is that the Navy's records are worse off than the Army's. But that's just my perception. What are the other services doing in this arena?

Arnold: The Air Force and the Navy are far behind us in Information Warehousing, and I expect that they will be following our lead in all of this.

Madden: I think it's important that you note how significant these changes are in Personnel Transformation, particularly in how well we are servicing our soldiers. The elimination of the old microfiche records is a real boon for personnel. We don't have to wait to get a copy of our microfiche and then search the installation for a reader to look at our records. Now, you just go to AKO [Army Knowledge Online], and look at all your records in a matter of minutes. What the Army has accomplished is really phenomenal.

Doughty: In listening to everything that's been said, a thought came to mind. We learned from the attack on the Pentagon that you don't keep your records and the keepers of those records together. Didn't we learn from the fire in St. Louis that you don't centralize your records?

[A general discussion followed concerning the storage and retrieval of electronic records. The principal participants included COL Doughty, Mr. Lowell, Dr. Maslowski, Dr. Weinberg, and Dr. Stewart.]

Doughty: If all we're doing is storing electronic records without providing adequate finding aids, the effort is pointless.

Arnold: But first we have to secure the records. Creating the finding aids will follow.

Costigan: We're only at the beginning of the Information Age. There's so much that we're learning and developing every day. I think the day will come when these problems will be sorted out.

Frey: What or who decides what goes to MHI [U.S. Army Military History Institute] and what goes to the Information Warehouse?

Clarke: Generally, unofficial records and personal papers go to MHI. Official records fall under the Information Warehouse.

Weinberg: Okay, I think we need to move on to MHI and the museums.

Madden: [Introduced LTC Costigan and explained some of the recent organizational realignments and personnel turbulence.]

Costigan: [An audio-visual presentation about the Army Heritage Museum and briefing slides about the new Army Heritage and Education Center were presented.]

Weinberg: Are there issues that we need to address or be aware of?

Costigan: It's all good news. We're funded and staffed—or soon will be. If the resources suddenly dried up, we would have major problems—but that doesn't seem likely.

Madden: I think the DAHAC was a strong influence in the happy resolution of our past difficulties. We appreciate what you've done already.

Weinberg: We had raised the question—one of our concerns—about public access to the research facilities at MHI. Has this been resolved?

Madden: Yes, basically so. It was a resource issue, but I think that's been largely resolved. We need a temporary storage facility for our move. But this is something we don't need to bring to the attention of the senior Army leadership. We're working the problem. I think we'll have a fix soon.

Costigan: I think you may have been referring to our visitation hours. There's been no reduction in public visitation. Our new hours haven't changed, but our customers have adjusted to it. Right now, I don't think there's a pressing need to change these new operating hours. It's working for everyone.

Weinberg: Are there other issues affecting museums?

Clarke: Actually, I think we want to tackle or address the question about Nazi art. As you requested, we explored this issue with several agencies. Some of the material is under litigation (the Hitler watercolors, for instance), and some of it is just too sensitive politically. The consensus was to keep it all locked up.

Weinberg: Well, I still disagree with the decision, but there you have it. I don't think these things should be an American problem. It puts our government in a tricky position when the U.S. is pressing others to return seized property and assets. I'd be interested in your reaction. The legislation allows some of this material to be sent back. It's not an issue of new legislation.

Sumida: So, do you want us to say we disagree with this decision?

Clarke: Congress seemed to want all the Nazi and politically sensitive stuff kept here.

Van Meter: Maybe the DAHAC needs to see the real hardcore stuff. This is political material. I think it should stay where it is.

Brown: The Secretary of the Army gave your recommendation fair consideration, but this may be a situation where we have to agree to disagree.

Weinberg: But we were led to believe that they cared and would respond more favorably.

Maslowski: I think we should thank them for having given our recommendation consideration. I don't think we want to push this. We've handled more urgent matters, and with a better response too. Maybe this is something to bring up again in another two or three years.

Weinberg: Okay. Let's move on to military history education.

Stensvaag: [Discussed three handouts distributed to the DAHAC. See Enclosures 2, 3, and 4. After these handouts were introduced, there were several questions about the future course of military history education in TRADOC.]

[A general discussion followed about accrediting military history classes on college campuses for ROTC instruction. The principal participants included Dr. Clarke, Dr. Stensvaag, Dr. McCarley, and Dr. Weinberg. This led to a review of where innovative military history education is being tried on college campuses (Old Dominion University and Appalachian State University) and a suggestion that the ROTC professor of military science solicit assistance from the school history department for instructors.]

Stensvaag: Here comes the commercial. We're hoping that you in the academic community serving in the DAHAC will endorse our efforts and encourage acceptance in both the Army and the civilian community.

Doughty: I like what you're doing here. It's obvious that the first thing you're offering is an accredited military history course in ROTC. But it doesn't have to be taught by someone in uniform—by an ROTC instructor. And I suspect that it doesn't have to be this specific curriculum either. What about a military history that's already available on campus? This is okay, right?

Stensvaag: Yes. We're establishing the policy, the standard. How it's achieved is up to the PMS [professor of military science]. If the PMS wants to use one of the school's professors from the history department, that's okay. If the PMS wants to use a trained instructor on his staff, that's good too. We just want to be sure that standards are met.

Edwards: We will visit schools and ROTC detachments to ensure that graduates from our program are doing their jobs and meeting our standards.

Frey: What is the deadline on what is being done with military history education in ROTC?

Stensvaag: This fiscal year—probably. Certainly by 2004 we will have it fully applied. We have to work through Cadet Command and the individual PMSs. So this is taking a little time.

[There was a general discussion among the DAHAC members over who was best qualified to teach military history to ROTC cadets and how to deal with a university curriculum committee. Principal participants included COL Doughty, Dr. Frey, Dr. Maslowski, Dr. Stensvaag, and COL Edwards. COL Doughty, Dr. Frey, and Dr.

Maslowski favored using the college history department. COL Edwards favored relying on ROTC instructors from the CSI training program.]

Stensvaag: This may be a good lead for the status of the USMA [U.S. Military Academy] History Fellowship Program and Summer Institute.

Doughty: Seminar.

Stensvaag: USMA Summer Seminar.

Weinberg: I'm not sure that there's more we can say. It seems that the issues need resolution at a smaller level.

Frey: I would like Bob [Doughty] to tell us about the Summer Seminar and its current status.

Doughty: [Outlined the history of the seminar and its objectives.] Funding problems in the early 1990s handicapped its continuation, but we cobbled together various funds to keep it going. We received a grant a couple years ago that has sustained us for this long--and probably will carry us through 2005. In getting the grant, however, we had to make some minor changes to the curriculum, so that it was not "Army-heavy." Now we do a little about naval warfare and airpower. And I think the changes were good. We've got an even better program--a solid curriculum. I'm optimistic that we may be able to continue this funding beyond 2005. It's a good program. It's worked well.

Maslowski: I want to come back to the earlier point about ROTC acceptance of military history courses taught on college campuses. I have almost no contact with the ROTC people at Nebraska [University of Nebraska, Lincoln], and I suspect this is the same situation elsewhere. It seems to me that the PMS ought to approach the history department chairman and ask him if anyone in his department is available to teach a military history course. The resources are there, but we can't second-guess what the ROTC people want or need.

Brown: I agree with you. I think a civilian teaching, especially in a university setting, is the preferred way to go.

Maslowski: Now I am talking about a military history course that is taught from the university history department, not the ROTC detachment. I should think a department chair would welcome this opportunity, because the PMS could guarantee a specific number of students enrolling each year.

Sumida: This sounds good, but it seems that the ROTC detachments prefer to go their own way.

Stensvaag: Yes, and that's in part because the PMS wants to control his curriculum. He doesn't have that if the class is taught from another department--at the other end of the campus.

[A general discussion followed concerning the advantages and disadvantages of utilizing civilian instructors and military instructors to teach military history classes in

ROTC detachments. The principal participants were COL Doughty, COL Edwards, Dr. Frey, Dr. Maslowski, and Dr. Stensvaag.]

Weinberg: Well, as stimulating as this has been, I believe our time has expired. We'll take up the out-sourcing issue tomorrow morning.

[The DAHAC recessed at 2:58 p.m. to attend a reception hosted by the Chief of Military History in their honor. The reception, held at the Fort McNair Officers' Club, concluded at 4:30 p.m., and the members of the DAHAC returned to their hotel for the evening.]

25 October 2002

The DAHAC Chairman's meeting began at 8:12 a.m. in the conference room of the Center of Military History. In attendance during all or part of the meeting were the following personnel:

BG John S. Brown, Chief of Military History, Center of Military History.
Dr. Jeffrey J. Clarke, Chief Historian, Center of Military History (Executive Secretary, DAHAC).
Dr. Gerhard Weinberg, University of North Carolina (Chairman, DAHAC).
COL Robert A. Doughty (representing BG Daniel J. Kaufman, U.S. Military Academy), Department of History (DAHAC).
COL Lawyn C. Edwards, U.S. Army Combat Studies Institute.
COL Craig Madden, U.S. Army War College (DAHAC).
Dr. Linda Frey, University of Montana (DAHAC).
Dr. James T. Stensvaag (representing LTG Larry Jordan, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).
Dr. Jon T. Sumida, University of Maryland (DAHAC).
Mr. Howard Lowell, National Archives and Records Administration (DAHAC).
Mr. Edward Arnold (representing LTG John M. Le Moyne, Deputy Chief of Staff, G-1), Office of the Deputy Chief of Staff, G-1 (DAHAC).
Dr. Peter Maslowski, University of Nebraska, Lincoln (DAHAC).
LTC James Costigan, U.S. Army Heritage and Education Center.
Dr. Paul Walker, U.S. Army Corps of Engineers.
Dr. J. Britt McCarley, U.S. Army Training and Doctrine Command.
Dr. Richard Stewart, Chief, Histories Division, Center of Military History
Ms. Anne Parham, Director, Army Libraries, Office of the Deputy Chief of Staff, G-1.
Dr. Richard Gorell, Chief, Field Programs and Historical Services Division, Center of Military History.
Mr. James Knight, Acting Chief, Historical Reference Branch, Field Programs and Historical Services Division, Center of Military History.
Mr. Terry Van Meter, Chief, Collections Branch, Museum Division, Center of Military History.
Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC).

Weinberg: [Introduced the question of the Pentagon Library and its future location and Ms. Parham.]

Parham: The last time I spoke to you I talked about all of our Army libraries. And I am grateful for your assistance in helping us with that issue. Today, however, I'm here to talk about the executive library--the senior facility in the library system--the Pentagon Library.

The Pentagon Library was established in 1944 with the consolidation of several agency and department libraries. As the senior service, the Army has had responsibility for the Pentagon Library. For ten months now, we've been out of the Pentagon as a result of 9-11. There was minor damage to the actual structure, and most of that was in our small storage area. But most of the resulting damage came from the water used to put out the fires. The original plan, at least prior to 9-11, was for the library to relocate elsewhere in the building as part of the major refurbishing of the facility and some reorganization within the Army staff. But with 9-11, several agencies were moved around, and we ended up going to the Taylor Building, with a very small reference site in the main concourse of the Pentagon. Where, or if, we move again has not been resolved.

The problem is still with us. Most of the staff and almost all of the collection are 20 minutes away from the Pentagon, which makes everything difficult to support action officers, lawyers, historians, and others in their research. We need a permanent home back at the Pentagon. Now there is a drive to condense our space. But we already have done everything possible to achieve this objective—including a freeze on acquisitions and a major weeding of existing collections. So, to occupy any smaller space other than what we have already will require even more reductions in the collections.

The current solution calls for renovating the third floor of the Taylor Building, where we are still keeping most of our books on rented carts—which makes them even less accessible to people, including the staff. The long-term solution is to relocate to the Pentagon, but in a much smaller—and we think, substandard—facility. It was a management decision to move the library out of the Pentagon. Nothing was staffed. Nothing was studied. No one was consulted. The decision was made, and we were moved out. Moving back—even as a long-term solution—is not funded, which makes our relocation all the more tenuous. Another option we have is to use the Butler Building. It's a temporary building, and it would require some major remodeling.

Fortunately, enough interest has been generated that DOD has taken notice. Dr. Goldberg [Dr. Alfred Goldberg, OSD Historian] and General Armstrong [BG (ret) David Armstrong, JCS Historian] are our champions. Frankly, I'd appreciate support from the DAHAC as well. We need to get back to the Pentagon. That's our major goal. Staffing is another problem that we have, and another goal we want to resolve. We have nine vacancies—one of which is the library director, a GS-14 that might be downgraded, and could affect how and whom we recruit.

Brown: Think how decisions are made. An action officer must do quick research, pull together the facts, and assemble the data in time to respond to whatever decision is about to be made. Without the resources of the library, the action officer must lean heavily upon the Internet. This often is an incomplete and inadequate resource. We ought to ensure that people have the facilities to prepare the best data for the best decisions.

Doughty: We have action officers that build their own libraries, and largely because of the frustration they experience in gaining access to the information that they require.

Parham: Don't forget that you've got historians who also need access to the libraries.

Madden: I guarantee that you don't have time to get on a bus to go to the library. And I'm speaking as someone who was on the operations side of the Joint Staff. But let me add as well, that I have used the library—when it was located within the Pentagon. My question though is this: Can we have a win-win for everyone? Could you have a smaller facility at the Pentagon and a remote site as well?

Parham: Yes, but I also would add that we need to fill some vacancies, especially the director position. For space, I would say at least 20,000 square feet at the Pentagon—more is better, 20,000 square feet and a remote site would work.

Clarke: A question arose about the distribution of government publications to libraries. How are these publications—the ones without Library of Congress numbers—getting to libraries, or how can they be found through finding aids? Is there a solution, or what's being done now?

Parham: DTIC [Defense Technical Information Center] is an option. But they usually deal only with intelligence and operations materials. I think the question you ought to be asking is: Who is your intended audience? If it's the general public, DTIC is not the solution. Many libraries are digitizing their own special collections. One of GPO's concerns is allowing permanent public access, so you may want to consult them. The question you raised needs study. I suggest you talk to GPO. Determine who you're trying to reach, and what they need to see. Maybe we need to form a little group in the DC area to study this? If you'd like, I'd be happy to help.

Clarke: Some material should be made available to the general public. I think there are some Army publications that we don't want anyone to see. They might be reviewed. [laughter] But we do need to broaden our distribution.

Weinberg: Well, we didn't get to the out-sourcing question yesterday, and I'd like us to review that issue today. It hasn't gone away. I talked to Mr. Hudson [Mr. J. B. Hudson, Administrative Assistant to the Secretary of the Army] last night at the reception, and he suggested that his views have not changed--even if we re-surface the question.

Clarke: This is being driven out of the Army Staff. But maybe Dr. Gorell can give us the most current perspective. He attended a briefing on the subject yesterday.

Gorell: This is the "Third Wave," stemming from the original OMB Circular A-76. The target is to have 49,000 spaces reviewed. As far as history is concerned, about 265 civilian positions have been identified as "non-core," which means that they can be contracted out to the private sector. We had asked for an exemption in 1998, but nothing has happened since then. Our request hasn't been approved, or rejected. Basically, we're looking at recycling the exemption request, which is due the end of this month.

Weinberg: Are there questions about this?

Brown: Contracting out is not a good idea when you're dealing with entire programs. In every case, it's been found that this is not an economical solution for our historians. We're contracting things that can be contracted, such as specific projects. That's about the only way it works and works well.

Gorell: We're pushing our position in CMH as the proponent agency. I think we have their attention. The bean-counters seem to be listening to us.

Weinberg: Can we move on to the question of MHDs, particularly the number of active duty MHDs. The Army needs to have more. We have one, and that can't even deploy because they have to train everyone else. Ideally, I think, four Active Component military history detachments would be the minimum. This whole notion that we must be totally dependent upon the Reserve Components is a guarantee that the system must ultimately fail.

Brown: I think the greater loss is the loss of early or quick response. East Timor, for example, came and went before we could mobilize anyone. If we had an Active Component MHD, we would have done better.

Weinberg: Now please understand me, I have nothing against the Reserve Components. I am only concerned that they are being over-used. This is going to affect

long-term recruitment and retention. I believe the National Guard is facing this problem already. The military history detachments must soon follow.

Brown: Well, we're seeing a change in orientation. With the high prospect of mobilization, we can see some folks shying away from long-term commitments. Now with respect to the history detachments, especially among our young academics, they welcome the first deployment. It's the second or repetitive deployments that begin to have a negative impact.

[9:40 a.m.]

Weinberg: Okay. I'm just concerned about the recruitment and quality of personnel for these MHDs in the future.

Maslowski: It seems to me that we have more military history detachments now than we had three years ago.

Brown: True.

Gorell: We went from 22 to 25 in that time frame. And there's a prospect that the number may increase to 28.

Brown: Let's remember that military history detachments--because of their size and weight--are one of the most deployable units in our Reserve Component structure. We've found also that--proportionately--they are one our most frequent deployed types of units.

Edwards: Could you review what the qualifications are for personnel to serve in a MHD?

Gorell: Interest and willingness to serve, of course, are foremost. We also look for a 5X [historian military occupational specialty], and a degree in history or a related field. Experience helps. For those that are in, we do training.

Clarke: We've tried to send them on rotating schedules to NTC [National Training Center, Fort Irwin, California]. This has been a successful effort.

Weinberg: For our report, I think we want to stress a restoration of the visiting professor position at CSI. At lunch today, I won't say anything about Nazi art. I will offer some general comments about CMH. I think we should express our continued pleasure that the Center continues to have a highly capable commander and that the position is a brigadier general billet. We also are pleased with the improving personnel situation at the Center and in the field.

Clarke: Let me weigh-in on this. The larger issue is that there is an imbalance of personnel distribution. We ought to be trying to find real shortages, rather than dealing with the idiosyncrasies of individual commands. Maybe a MACOM really doesn't another secretary. Maybe it needs another historian to provide its program some depth. Before the next DAHAC meeting, the Center will take a close look at the field program and come up with some specific personnel recommendations regarding what those offices should like.

Weinberg: Well then, let's ask CMH to look into this.

[There were several quick comments and general agreement on the proposal. Principal participants in this discussion were COL Doughty, Dr. Frey, and Dr. Stensvaag.]

Weinberg: For the library question, we ought to underscore our concern that bad decisions may be made and people killed because of poor research.

Doughty: Maybe we should approach this from a functional perspective. It's just not an efficient use of resources--either the library or the action officer--to make the material unavailable or inaccessible.

Clarke: I've talked to several of these decision makers, and all of them have affirmed that they know no action officers who use the library. You can say that the AOs [action officers] need access to the library, but the guys you're going to be saying this to already have surveyed their field and found different evidence.

Sumida: That may be true for some of them, but I suspect that these "decision makers" are talking to colleagues and deputies. It's the lower ranking people--the captains and majors--who have to do the real spadework: they're the ones that use and need the library. You know, one of the things that really troubles me is that this entire scenario is following the same pattern as happened with the British Army and their library. Not too recently, it was a magnificent reference collection, and budget cuts and space limitations gradually whittled the institution down to nothing, and eventually it disappeared. Resources were cut, people stopped using it; so more resources were cut, and eventually it just went away.

[A general discussion followed about library usage at the Pentagon, its accessibility, and the potential for available space. This led to the use and development of finding aids in the Pentagon Library and other reference collections. Principal participants in this discussion included BG Brown, Dr. Clarke, Dr. Sumida, COL Edwards, Mr. Lowell, and Dr. Stensvaag.]

Doughty: It seems to me that this is all leading to problems with digitization and finding aids. The programs and policies are incoherent.

Weinberg: In the past, we have expressed our support for the Information Warehouse. We probably don't have to discuss this with the Assistant Secretary of the Army [Honorable Reginald Brown] during lunch, but I'll be sure to include this in the report.

[Several conversations started about the luncheon agenda and who would be attending the meal.]

Weinberg: Are there other issues we should consider bringing to the attention of Mr. Brown, either during lunch or in our final report?

Costigan: I hope you'll mention our need to continue the ball rolling with the AHEC [Army Heritage and Education Center]. Everything is going well now, but a bump in the road could upset everything. What I'm saying is this: satisfactory progress is being made at Carlisle Barracks as MHI [Military History Institute] prepares to stand up the AHEC. However, it should be noted that if actions that are currently being staffed that pertain to the ongoing construction project and the hiring of additional personnel fall through,

successful stand up of the AHEC will be at risk. I think this could just be added to the formal report. Whether it's brought up at lunch or not doesn't matter to me.

[There was a general discussion about funding and staffing for CSI. Principal participants included COL Edwards, Dr. Frey, Dr. Weinberg, and Dr. Stensvaag.]

Doughty: We must be sure to reinforce in writing for everyone what has been done and is being done at the AHEC.

Maslowski: I agree completely. I'm impressed by their drive and progress. We should say that.

Frey: In the written report, we ought to commend the good work in TRADOC for what is being done for ROTC military history education and training.

Edwards: May I suggest that we say something to Mr. Brown about the beneficent help from General John Abrams in resolving matters affecting CSI? He really was the guy that broke the logjam and got things going in our favor.

Frey: And you want to mention the question of out-sourcing and MHDs too.

Weinberg: Yes. Yes. I think that may be all the time we have. Now, if there are no other issues for lunch, what do you think should be included in the written report?

Clarke: I think you want to be sure to mention Army Transformation, particularly in how it affects access to and preservation of Army records.

Arnold: That would tie-in with Information Warehousing, and I hope that the DAHAC will continue in its support for this initiative.

Frey: Part of this subject area also involves all that "gray literature" that's out there. Where is it going? Who sees it? How is it found? I think we need a clearer understanding of what's being produced outside of the Center.

Maslowski: I agree entirely. In fact, I'd really like to see some of this stuff. I think I've seen some of it in the past, but I'm sure it's a small sample and probably not representative of the whole. It would be helpful if we could collect copies of these publications--at least the major ones.

Weinberg: This is material that should be made available for all researchers. Okay, that's good. Are there other things to mention?

Stensvaag: Please don't forget our initiatives with CSI and the military history curriculum for ROTC. We need to keep the ball rolling in both areas.

Maslowski: And funding for the Military Academy's Summer Seminar must stay on track too.

Doughty: Thank you. I think we're on track, but it won't hurt to mention us either.

Stensvaag: It's a good program, and I think we need to underscore that point. It reinforces our efforts with the ROTC curriculum.

Clarke: Both are solid programs, and both are good for military history education and the Army Historical Program.

Weinberg: Okay, these are useful. Thank you. I think we better recess for our luncheon.

[The DAHAC recessed at 11:20 a.m. and departed shortly thereafter for lunch at the Pentagon (Room 3B1062) with the Honorable Reginald Brown, Assistant Secretary of the Army for Manpower and Reserve Affairs. Other guests at the luncheon included Mr. Steven Randoll (Office of the Director of Management) and Ms. Susan Johnson (Office of the Assistant Secretary of the Army, Manpower and Reserve Affairs). DAHAC members and representatives attending the luncheon included the following: Dr. Jeffrey Clarke, Dr. Jon Sumida, Dr. Peter Maslowski, COL James Hirai, COL Lawyn Edwards, Mr. Edward Arnold, LTC James Costigan, Dr. Linda Frey, Dr. Gerhard Weinberg, BG John Brown, COL Craig Madden, COL Robert Doughty, and Dr. James Stensvaag. Lunch concluded at 1:13 p.m., and the DAHAC re-assembled in the Pentagon conference room 2E715B.]

[There was a general discussion about the Pentagon Library and military history detachments. The principal participants included COL Doughty, Dr. Sumida, Dr. Stensvaag, and Dr. Maslowski.]

Edwards: We may not have received the answers we wanted, but I think we were dealt with honestly and openly. He listened to us. Mr. Brown took some notes, probably to jog his memory for the future. And I think he was unaware of the breadth of the problem with the library.

[Another general discussion about the Pentagon Library followed. Principal participants included Dr. Sumida, Dr. Stensvaag, and COL Doughty.]

Sumida: Has the argument ever been made from a historical perspective, where poor research or the absence of resources affected operations?

Clarke: Such arguments have been used before, and we use them periodically.

Weinberg: Let's remember that this is the first time we've met with Mr. Brown and Ms. Johnson. So let's be charitable vis-à-vis their response to what we had to say.

Doughty: One thing to be certain to say--and loudly--is the definition of core function. It will have a significant impact on the entire question of out-sourcing. We must be careful how this term is defined and used.

Weinberg: Yes, that must be done--and the MHD question too: there may be an impact there as well. I am still very concerned about how the use of the reserve history detachments will affect future recruitments and retention.

Clarke: Recruiting and retention are two topics the Army leadership looks at every week. I think everyone is sensitive to this--very much so. The Army is doing the job well with the Reserve Components. The other military departments are behind us. Bear in mind,

we are meeting our goals. Now maybe that's because of the economy, but we're okay for now. I see no problems here.

Edwards: It's important that the military history detachments establish a working relationship with the unit and command that they're supporting. If it's not done, an MHD is not going to be effective. I saw this in the Balkans and elsewhere: the MHD shows up at the command, the command has no idea who these guys are or what they're supposed to do, and the MHD just withers for lack of interest and support. The working relationship must be there in order for the MHD to be effective in the field.

Stensvaag: I'd really like to get some feedback from the fact sheet that I shared yesterday [Enclosure 3]. Please look it over and send me your comments.

Clarke: There is one concluding matter that I need to address with all of you. Most of you will have terms expiring next year. So this may be your last DAHAC meeting. Let's see, Atkinson, Frey, Maslowski, Bergerud, Morrow, and Weinberg all have terms ending before we meet again next year. And we probably will only be able to do renewals for Bergerud and Morrow, because the rest of you have all served the maximum terms. Dr. Sumida's re-appointment is still pending; so I figure that he will be with again next year too.

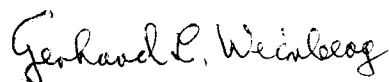
Madden: Let me caution you that you may encounter some problems with your appointments. We did with our last go-around of appointments for the Board of Visitors at the Army War College. I surmise that the White House or DOD are looking carefully at who gets these appointments and how long they serve.

Clarke: We had significant delays with some of our paperwork, but everyone eventually was approved. But I'll keep your point in mind. What I need from each of you are some suggestions for new members. Please speak up. Let me know what you think, and keep in touch.

Weinberg: Well, if there's nothing else to discuss, I suggest we adjourn.

[The annual meeting of the DAHAC concluded at 2:14 p.m. on 25 October 2002.]

I certify that I have read these annotated proceedings and that they are an accurate summary of the deliberations of the Department of the Army Historical Advisory Committee (DAHAC) meeting 24-25 October 2002.



Gerhard L. Weinberg
Chairman, DAHAC

Nov. 15 2002
date

ENCLOSURE ONE

U.S. ARMY CENTER OF MILITARY HISTORY
DEPARTMENT OF THE ARMY
HISTORICAL ADVISORY COMMITTEE



U.S. ARMY CENTER OF MILITARY HISTORY



U.S. ARMY CENTER OF MILITARY HISTORY

CIVILIAN MEMBERS

<u>NAME</u>	<u>INSTITUTION</u>	<u>PUBLICATIONS</u>
Dr. Gerhard L. Weinberg	University of North Carolina, Chapel Hill	<i>Germany, Hitler, and WW II; The Foreign Policy of Hitler's Germany</i>
Mr. Lawrence R. Atkinson IV	The Washington Post	<i>The Long Gray Line; Crusade</i>
Dr. Linda S. Frey	University of Montana	<i>The History of Diplomatic Immunity; A Question of Empire</i>
Dr. Peter Maslowski	University of Nebraska, Lincoln	<i>Armed with Cameras; For the Common Defense</i>
Dr. John H. Morrow, Jr	University of Georgia	<i>German Air Power in WW I</i>
Dr. Jon T. Sumida	University of Maryland	<i>Inventing Grand Strategy and Teaching Command; In Defence of Naval Supremacy</i>
Dr. Ernesto Chavez	University of Texas at El Paso	



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EX OFFICIO MEMBERS

Mr. Howard Lowell	Deputy Assistant Archivist National Archives II
BG Daniel J. Kaufman	Dean of the Academic Board U.S. Military Academy
LTG John M. La Moyné	Deputy Chief of Staff for Personnel (Archivist of the Army)
LTG Larry R. Jordan	Chief of Staff U.S. Army Training and Doctrine Command
COL Craig Madden	Deputy Commandant U.S. Army War College
BG David H. Huntoon, Jr.	Deputy Commandant U.S. Army Command and General Staff College



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INVITED ATTENDEES

Mr. Edward W. Arnold	Deputy Director for Army Records DCSPER
COL Robert D. Buckstad	Director, Information Management Office DCSPER
COL Robert A. Doughty	Professor and Head, Department of History U.S. Military Academy
COL Lawyn C. Edwards	Director, Combat Studies Institute U.S. Army Command and General Staff College
COL Russell J. Hall	Director, Military History Institute U.S. Army War College
Mr. William Stacy	Command Historian U.S. Army Forces Command
Dr. James T. Stensvaag	Chief Historian U.S. Army Training and Doctrine Command

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DAHAC KUDOS

- ★ Military Leadership, CMH, MHI, CSI
- ★ Programs and Publications
- ★ Acquisition History Project
- ★ VCSA Privatization Letter

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DAIAC CONDITIONAL KUDOS

- ★ Manpower Refurbishment
- ★ NMUSA... and AHEC
- ★ MHD Plus Up
- ★ Nazi Art
- ★ Records Management
- ★ ROTC Summer Institute



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Manpower Refurbishment 2000-2001:
New Fills

- Historian, GS-170-13
 - Historian, GS-170-12
 - Museum Curator, GS-1015-12
 - Museum Specialist, GS-1016-9/11
 - Secretary, GS-318-09
 - Visual-Info Specialist, GS-1084-11
 - Museum Curator (Supv), GS-1015-13/14
 - Historian, GS-170-9/11 (7 Positions)
 - Editor (Tech. Pub.), GS-1083-12
 - Archivist, GS-1420-12
- Editor (Print Media), GS1082-11 (*Undergoing Recruitment*)



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NMUSA...and AHEC



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RECORDS GENERATION (MHDs)



U.S. ARMY CENTER OF MILITARY HISTORY

MHDs ACTIVATED in CONUS



U.S. ARMY CENTER OF MILITARY HISTORY



MHDs CURRENTLY DEPLOYED OVERSEAS

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NAZI WAR ART



"In The Beginning Was the Word"



"Brown Shirts Take Over"



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NAZI WAR ART



"Hitler Putsch 9 Nov 1923"



HITLER WATERCOLOR
"Ruins of a Shelled Village"

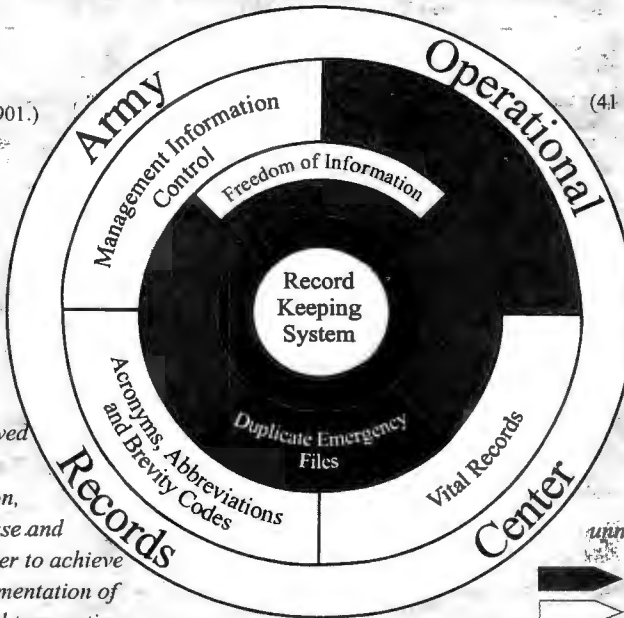


ARMY INFORMATION WAREHOUSE

Process

(44 U.S.C. sec 2901.)

"The planning, controlling, directing, organizing, training, promoting, and other managerial activities involved with respect to records creation, maintenance, use and disposal in order to achieve adequate documentation of the policies and transactions of the Federal government."



Program

(41 CFR part 101-11)

- Keep records and manage them effectively
- Limit information collections
- Minimize mailing costs
- Establish standards for correspondence & stationery
- Eliminate unnecessary reports

- OK
- Needs work
- Broken

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THE RECORDS MANAGEMENT DELTA



Who is the Olivetti girl?

And why are people saying such terrible nice things about her.

olivetti



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RECORDS GENERATION (OCSA)

SOLDIERS ARE OUR CREDENTIALS
The Collected Works and Selected Papers of the
Thirty-third Chief of Staff, United States Army

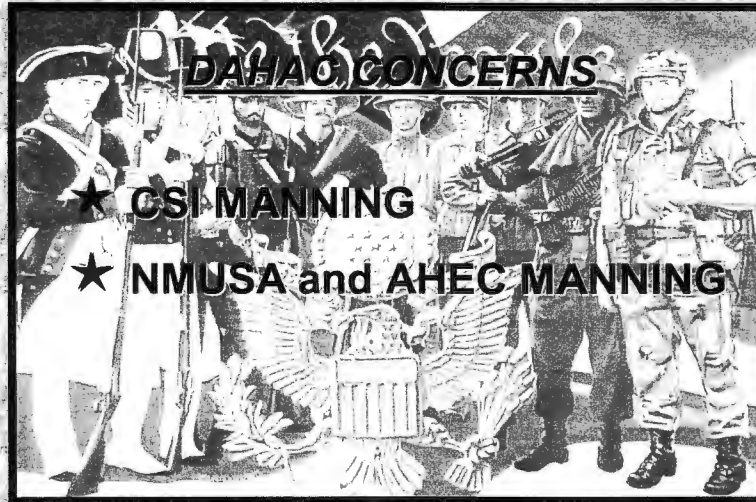
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★ CSI MANNING

★ NMUSA and AHEC MANNING

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CSI MISSION

- ★ Prepare and present instruction in military history at the USA CGSC; assist other college departments and military organizations to integrate applicable military history materials into their instruction
- ★ Research historical topics pertinent to military operations and doctrinal concerns of the army; publish and present the results in a variety of formats and forums
- ★ Serve as the TRADOC proponent in developing and executing staff rides for CGSC and other units and agencies world-wide
- ★ Prepare and conduct the annual TRADOC Military History Instructors Course (MHIC)
- ★ Administer ASI 5X, Military Historian, Program Within TRADOC and certify Candidates for Qualification



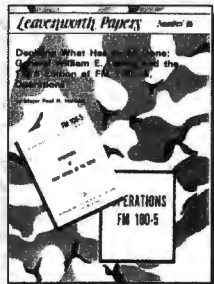
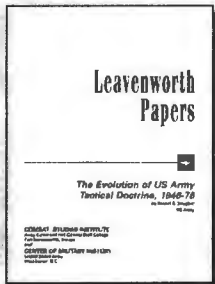
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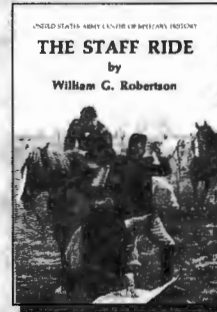
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✓ *Research, Publish and Present Historical Topics Pertinent to Military Operations and Doctrinal Concerns of the Army*



U.S. ARMY CENTER OF MILITARY HISTORY

✓ *Serve as the TRADOC Proponent in Developing and Executing Staff Rides for CGSC and Other Units and Agencies World-Wide*



U.S. ARMY CENTER OF MILITARY HISTORY

✓ *Prepare and Conduct the Annual TRADOC Military History Instructors Course (MHIC)*



U.S. ARMY CENTER OF MILITARY HISTORY

✓ Administer Military Historian Program, ASI 5X, Within TRADOC and certify Candidates for Qualification

- (1) The Chief of Military History, through the Center For Military History (CMH), awards 5X.
- (2) CSI processes 5X applications and forwards them, with endorsement, to CMH for final action.
- (3) The requirements for 5X are:
 - A. A master's degree or PhD in history or a related area (which includes but is not limited to International Relations, National Defense Studies, Area Studies) for which the candidate has taken a significant number of history courses
 - B. Completion of an MMAS in history
 - a. A thesis on an approved history topic
 - b. One (CSI preferred) PhD on the thesis committee
 - c. Three CSI or CSI approved elective course (does not include A212)
 - d. Pass comprehensive oral exam board
 - C. Special qualifications in history, to be determined by the Director of CSI and the Chief of Military History
- (4) Officers interested in being awarded the 5X should contact Dr. Brown, CSI 5X POC, at 684-3904 or come to Bell Hall #27.



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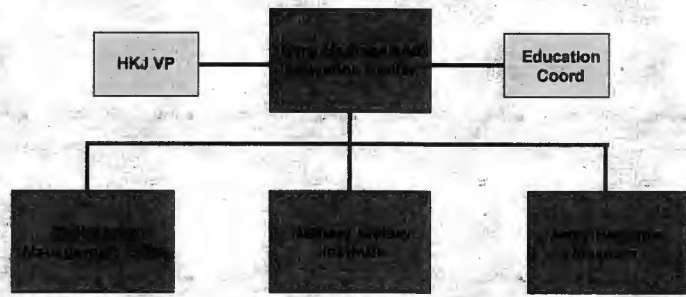
Proposed NMUSA Manning

DESCRIPTION	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	OMA
Civil Service Work Years									
Museum Director						1	1	1	
Subordinate Managers				2	2	12	12	12	
Marketing/PAO		1	1	1	1	1	1	1	
Conservators			2	4	4	4	4	4	
Curators			5	7	7	7	7	7	
Museum Specialists			3	4	4	4	4	4	
Museum Technicians			1	1	1	13	13	13	
Exhibit Specialist				1	2	6	6	6	
Programs Staff			4	7	7	18	24	24	
Security Manager/Planner						2	2	2	
Logistics Officer (Mil)			1	1	1	1	1	1	
Strategic Planner (Mil)			1	1	1	1	1	1	
Admin (Mil)			1	1	1	1	1	1	
Subtotal: Civ Work Yrs	0	11	19	30	31	71	77	77	
Contractor Work Years									
Project Engineer	1	1	1	1	1	1	1	1	
Operations Spt (Admin & IT)	2	5	5	5	5	12	12	12	
Marketing/PAO			1	2	2	2	2	2	
Facility Management							13	13	
Logistics			2	2	2	3	5	5	
Research Support		1	3	3	3	3	1	1	
Subtotal: Contract Wrk Yrs	3	7	12	13	13	21	34	34	
Total Work Years	3	18	31	43	44	92	111	111	
Total Payroll (in Thousands)	\$135	\$597	\$1,560	\$2,487	\$2,656	\$6,152	\$7,167	\$7,294	\$28,048

(\$ in Thousands)

U.S. ARMY CENTER OF MILITARY HISTORY

Proposed AHEC Manning



U.S. ARMY CENTER OF MILITARY HISTORY

Proposed AHEC Manning (2006)

	OFF	WO	ENL	CIV	TOTAL	OTHER	GRAND TOTAL
Current TDA Requirements	2	0	3	55	60	0	60
Current TDA Authorizations	2	0	3	28	33	0	33
Current On-Board	2	0	3	26	31	6	37
Director MHI Requested	2	0	0	87	89	0	89
Study Team Recommended	2	0	0	77	79	0	79
Difference between TDA Requirements and Study Team Recommended	0	0	-3	+22	+19	0	



U.S. ARMY CENTER OF MILITARY HISTORY

Questions . . .



Fort Lesley J. McNair, Washington D.C.



ENCLOSURE TWO



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
DEPUTY COMMANDING GENERAL/CHIEF OF STAFF
102 MCNAIR DRIVE
FORT MONROE, VIRGINIA 23651-1047

October 16, 2002

Office of the Deputy Commanding General/Chief of Staff

Department of the Army Historical
Advisory Committee (DAHAC)
U.S. Army Center of Military History, ATTN: DAMH
103 Third Avenue
Fort McNair, DC 20319-5058

Dear Members of the DAHAC:

I had planned to deliver this report on the commander's intent for military history in the U.S. Army Training and Doctrine Command in person, but the pace of activities will not permit it. I have asked Dr. Jim Stensvaag, TRADOC Chief Historian, to represent me.

The TRADOC Commander has directed that instruction in military history and the use of military history in TRADOC mission activities be enhanced. We are executing that intent in three ways:

- Revising instruction in military history and heritage in preaccessioning to provide new soldiers with a context for their service and officer and warrant officer candidates with a basic understanding of American military history (see summary, enclosure 1);
- Revising and fine tuning instruction in TRADOC schools to underscore the importance of military history as a tool for understanding the profession of arms, appreciating the evolution of the Army's mission, and enhancing critical thinking skills (see outline, enclosure 2).
- Revitalizing the Combat Studies Institute (CSI) to conduct and publish original, interpretive research on historical topics pertinent to the current doctrinal concerns of the U.S. Army in accordance with priorities established by the TRADOC CG. TRADOC will act as the proponent agency for implementation, maintenance, and coordination of an integrated progressive program of military history instruction in the TRADOC service school system. Also, develop and perform staff rides for CGSC and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides (see charter, enclosure 3).

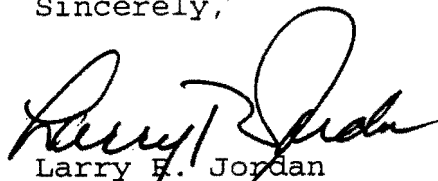
I am especially pleased to report on the revival of CSI, which has been a matter of concern to both the DAHAC and TRADOC for a number of years. As you can see from the description of CSI's mission above and as laid out in the enclosed charter, its activities will touch each aspect of the command's ability to execute the commander's intent. I am grateful to the DAHAC for keeping this issue visible at the highest levels. I will ask Colonel Clay Edwards, Director of CSI, to provide you with a more detailed explanation of how CSI will fulfill its missions.

The command has also placed a high priority on revision of the precommissioning training support package (TSP) to layout clearly the Army's expectations for military history instruction for officer candidates. TRADOC's objective remains to have military history instruction for ROTC carried on within the academic framework of the host institutions to provide an accredited course for cadets. Accordingly, we believe that the revised TSP is a rigorous course of study, provided as a tool and guide for civilian instructors. We acknowledge that some institutions will, for a variety of reasons, not agree to provide credit for the course, in which case the TSP can be used as presented by the cadre and still meet the minimum learning objectives. I request, however, that the DAHAC become actively engaged in encouraging host institutions to provide an accredited military history course, which our experience shows will attract both ROTC and non-ROTC students. As with the revival of CSI, I have asked my staff to present you with a more detailed overview of the revised TSP.

Lastly, we are formulating an integrated instructional program in military history through TRADOC schools, which will both direct and provide resources for career-long engagement with military history. As enclosure 3 outlines, the program includes both resident and non-resident instruction and opportunities for individual self-development.

Again, I regret that my schedule forces me to present this report in writing. I trust that my staff will be able to answer any questions you may have. As you can see, military history is very important to TRADOC and at the core of training and education for The Army.

Sincerely,



Larry E. Jordan
Lieutenant General, U.S. Army
Deputy Commanding General/
Chief of Staff

3 Encls

26 September 2002

TRADOC Military History Office
Dr. McCarley (DSN 680-5434)

FACT SHEET

SUBJECT: Revised ROTC Training Support Package (TSP), U.S. Military History

1. **Purpose.** Provide information on subject TSP

2. **Facts.**

a. U.S. Army Training and Doctrine Command (TRADOC) Regulation 350-13 (Instruction in Military History) establishes the requirement for ROTC cadets to "complete a one-semester or equivalent college-level course in military history from an academic department in the host institution. If the host institution does not offer such a course, Professors of Military Science will conduct 45 contact hours in military history taught by designated military history instructors who have attended the Military History Instructor Course conducted annually by the Combat Studies Institute."

b. About four years ago, a survey of ROTC battalions conducted by Headquarters, U.S. Army Cadet Command revealed that only about one-third of cadets were completing a course that met the regulatory requirement. For example, laudable as it may be in principle, a survey course in Chinese history does not meet the requirement or even the need. As a result, most second lieutenants commissioned through ROTC were not coming on active duty with the same preparation in U.S. military history as West Point cadets, who receive 90 contact hours of instruction in the subject spread over two semesters. Military history instruction in the Army is based in part on utility in terms of contributing to a soldier's military professionalism, supporting development as a leader, and enhancing critical thinking and decision making. With the overall curriculum in military history already under revision, the task of revising and updating ROTC instruction in U.S. military history was also undertaken in early 1999. Completed in early 2002, the TSP is now being staffed in TRADOC. Once approved, it will be produced and distributed on CD by the U.S. Army Training Support Center and posted to TRADOC Reimer Digital Library of curricular materials.

c. The TSP itself serves as the baseline for instruction in its subject and is divided into 30 lessons of ninety minutes duration each. The course covers about sixty percent of the West Point curriculum in half the time. It is thus an ambitious and rigorous undertaking. For a textbook, it is based on Robert A. Doughty and Ira D. Gruber, *et al*, *American Military History and the Evolution of Western Warfare*, Lexington, MA: D.C. Heath, 1996. The bulk of the TSP lessons parallel the text chapters with several additions. Individual lessons cover an analytical

framework based in the language of the operational art, which is used as a basis for analysis in other exercises; reporting the results of a visit to a military museum; and an exam. Two lessons each cover a book and PC-based simulation on Gettysburg and the same on the Bulge. Among American land battles, these two are undoubtedly important and widely known. There is also extensive secondary literature on each one. The use of simulations is the most novel part of the TSP. The Army today uses computers extensively in training and operations, and computers have become prevalent in educational settings as well. Moreover, simulating deepens knowledge of historical events in part by immersing the student in the effort to learn about them. Simulating also exercises critical thinking and decision making.

d. Several efforts are underway to spread the word about the revised curriculum and begin to teach it to ROTC battalion cadre who will in turn use it in instruction. While the preferred method for delivery of the course remains civilian faculty in universities and colleges, in some cases that objective cannot be met. The TSP can serve as a source of instructional material for civilian professors, but will function as the pattern and foundation for ROTC instructors. The Combat Studies Institute is reconfiguring its Military History Instructor Course to teach the TSP twice a year in an intense two-week course at Ft. Leavenworth, KS. Also, the four individuals most deeply involved in developing and refining the revised TSP have submitted a proposal to the Society for Military History to make a panel presentation on the curriculum at its annual meeting in May 2003.

e. This academic year of 2002-2003, the revised TSP and curriculum are being completed and going into effect. Next academic year, the process should be complete and ROTC cadets well on the way to being brought up to a higher standard with regard to knowledge of U.S. military history from the time they are commissioned second lieutenants.

Enhanced Military History Instruction In TRADOC

Outline

Enlisted

Preaccessioning (prior to basic training)

- “Volunteers for Freedom” (Reception Battalion)
- “Army heritage” Website

Initial Entry Training (basic training and initial branch/specialty training)

- “What is a Soldier”? Video
- Branch history and heritage materials

Noncommissioned Officer Education System (NCOES)

Primary Leader Development Course (PLDC)

- Advanced Distance Learning (ADL): Role and use of military history in development of NCO Corps
- Resident: Evolution of the American NCO duties, responsibilities and actions

Basic Noncommissioned Officer Course (BNCOC)

- ADL: Evolution of the Army's mission
- Resident: Branch history and significance in combined arms warfare

Advanced Noncommissioned Officer Course (ANCOC)

- ADL: Battle Analysis Methodology I: Buna (America's First Battles and Virtual Battlefield Study)
- Resident: History of Combined Arms Warfare (emphasis on Role of NCO)

First Sergeants Course

- ADL: Battle Analysis Methodology II: Kasserine (America's First Battles and Virtual Battlefield Study)
- Resident: Black Hawk Down with “Black Hawk Down” video, study guides, and appropriate supplementary discussion material; written battle analysis requirement

Battle Command Course

- We Were Soldiers Once... and Young with “We Were Soldiers” video, study guides, and appropriate supplementary web-based material

Sergeants Major Academy (SMA)

- Advanced battle analysis/staff ride

Warrant Officer Education System (WOES)

Warrant Officer Candidate School (WOCS)

- “American Military History” – synchronous or asynchronous (live or taped) course based on ROTC

Warrant Officer Basic Course (WOBC)

- Military History and Professional Development
- Branch History/Evolution of Army's Mission

Officer Education System (OES)

Basic Officer Leadership Course (BOLC) I (Precommissioning)

- USMA "Warfare in the Western World" – (2 semester course)
- ROTC "American Military History" – (1 semester course)
- OCS "American Military History" – synch or asynch course based on ROTC

Basic Officer Leadership Course (BOLC) II (generic training for lieutenants)

- Resident: Military History and Professional Development

BOLC III (Branch specific training for lieutenants)

- Resident: Branch History/Evolution of Army's Mission

Transition Individual Professional Development (IPD) from CSA Reading List (IPD, while not required, is highly encouraged and may also be used for unit training)

- *We Were Soldiers Once...and Young* and "We Were Soldiers" Video, study guides, and appropriate supplementary Web-Based Material

Combined Arms Staff Course (Captains):

- ADL: *Combined Arms Warfare in the Twentieth Century* by Jonathan House (University Press of Kansas, 2001). Battle Analysis Methodology I: "Buna" (America's First Battles and virtual battlefield study; Required written battle analysis)

- Resident: History of Combined Arms Warfare

Transition IPD from CSA Reading List

- *Black Hawk Down* with "Black Hawk Down" video, study guides, and appropriate supplementary web-based material

Combined Arms Battle Command Course (Captains)

- ADL: Battle Analysis Methodology II: *Kasserine (America's First Battles and Virtual Battlefield Study; required written battle analysis)*

- Resident: Battle Analysis Exercise/Staff Ride Methodology

Transition IPD from CSA Reading List

- *The Evolution of US Tactical Doctrine 1946-76*, by Robert A. Doughty (CSI, 1979); *Warfare* by Geoffrey Parker (Cambridge Illustrated History), with appropriate web-based supplemental material

Intermediate Leadership Education (ILE; majors; incorporates what is now the Command and General Staff College)

- Core Course

- "The Technological Revolution" Patterns of Continuity and change in warfare from the 19th Century to the present

- Advanced Officer Warfighter Course

- "Militaries in Transition:" Case studies in Revolutions in Military Affairs, adaptation and transformation

- Electives

Specific graduate military history seminars to support ASI 5X (historian) and general military studies skill identifiers, including staff rides, military theory, and general military history subjects



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
102 MCNAIR DRIVE
FORT MONROE VIRGINIA 23651-1047

REPLY TO
ATTENTION OF

ATMH

16 September 2002

MEMORANDUM FOR

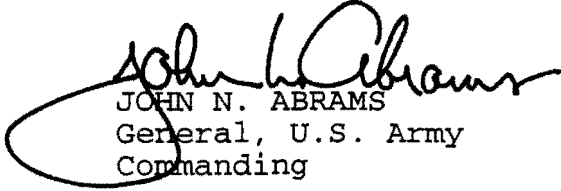
Deputy Commanding General/Chief of Staff, U.S. Army Training and
Doctrine Command, Fort Monroe, Virginia 23651
Commanding General, U.S. Army Combined Arms Center, Fort
Leavenworth, Kansas 66027
Director, U.S. Army Combat Studies Institute, Fort Leavenworth,
Kansas 66027

SUBJECT: Charter and Directives for the Combat Studies Institute
(CSI)

1. Enclosed is the Charter and Directives document for the reorganized Combat Studies Institute (CSI). The document specifies my intent to reconstitute and preserve an organizational asset for The Army that can conduct historical research, writing, and publication on current tactical, operational, and doctrinal issues. In addition, CSI will serve as a focal point for staff ride doctrine and methodology and assist in implementing a comprehensive program of military history instruction in TRADOC.

2. Point of contact is Dr. James T. Stensvaag, Chief Historian, DSN 680-5428 or (757) 788-5438, stensvaj@monroe.army.mil.

Encl


JOHN N. ABRAMS
General, U.S. Army
Commanding

Charter and Directives
U. S. Army Combat Studies Institute (CSI)

1. References:

a. Army Regulation 870-5, Military History: Responsibilities, Policies, and Procedures, 29 January 1999.

b. TRADOC Regulation 350-13, Military History Education, 18 October 1999.

c. U.S. Army Command and General Staff College Regulation 10-1, Organization and Functions of the U.S. Army Command and General Staff College, 27 July 1998.

2. Purpose. To provide the Deputy Commanding General/Chief of Staff (DCG/CofS), TRADOC, the Commanding General (CG), U.S. Army Combined Arms Center (CAC), and the Director, CSI, the mission, responsibilities, organization, and resourcing for CSI.

3. Background. The CSI was established on 18 June 1979 at the direction of the TRADOC CG to conduct and publish original, interpretive research on historical topics pertinent to the current doctrinal concerns of the U.S. Army in accordance with priorities established by the TRADOC CG. Over the next few years, the institute was also directed to act as the proponent agency for development and coordination of an integrated progressive program of military history instruction in the TRADOC service school system; prepare and present instruction in military history at the U.S. Army Command and General Staff College (CGSC) and assist other college departments in integrating applicable military history materials into their instruction; and develop and execute staff rides for CGSC and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides. Changes in CGSC instructional methods and substantial staff reductions led to considerable mission erosion. A 2000 study requested by the TRADOC CG validated and reshaped CSI's original missions and made recommendations for the rebuilding of the Institute. A 2002 survey of manpower requirements set the baseline for CSI mission performance.

4. CSI Missions. The Institute's missions are as follows:

a. Conduct original, interpretive research on historical topics pertinent to the current doctrinal concerns of the United States Army in accordance with priorities established by the TRADOC CG in the TRADOC Historical Publications Plan and in coordination with the TRADOC Concept and Doctrine Development Master Plan, and to publish the results of the research in a variety of useful formats.

b. Act as the proponent agency for implementation, maintenance, and coordination of an integrated progressive program of military history instruction in the TRADOC service school system. Assist HQ TRADOC in developing and maintaining such a program.

c. Develop and perform staff rides for CGSC and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides.

5. Responsibilities.

a. DCG/CofS, TRADOC.

(1) Ensure sufficient personnel are provided to the CAC CG to maintain CSI at no less than 95 percent ODP strength in military personnel and not less than 95 percent fill of civilian authorizations. CSI will receive no cuts in authorizations or ODP slots without the expressed permission of the CG or DCG/CofS, TRADOC.

(2) Ensure sufficient fiscal resources are provided by the functional proponent to the CAC CG to enable CSI to perform adequate research for TRADOC-directed publications.

(3) Ensure sufficient fiscal resources are provided by the functional proponent to the CAC CG to enable CSI to publish completed TRADOC-directed studies in appropriate media.

(4) Ensure sufficient fiscal resources are provided by the functional proponent to the CAC CG to enable CSI to implement, and coordinate, and maintain an integrated progressive program of military history instruction in the TRADOC service school system. This includes resources to enable the Military History Instruction Support Team (MHIST) to travel to analyze military history instruction at Army service schools and other affected institutions and agencies in order to help improve existing programs.

(5) Ensure sufficient fiscal resources are provided by the functional proponent to the CAC CG to enable CSI to develop and improve staff rides for CGSC and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides.

(6) Receive a semiannual update status briefing on CSI accomplishments and future projects. In coordination with the Deputy Chief of Staff for Doctrine and the TRADOC Chief Historian, provide guidance and direction to the Director, CSI.

(7) Serve as senior rater for the Director, CSI.

b. CG, CAC.

(1) Ensure CSI is properly resourced with the personnel and funding provided annually by TRADOC for effective accomplishment of its missions. CAC CG will provide and upgrade, as needed, furniture, equipment, and space for CSI.

(2) Ensure fiscal resources provided by TRADOC are reserved for CSI to perform adequate research for, and publication of, TRADOC-directed studies.

(3) Ensure fiscal resources provided by TRADOC for CSI are segregated to implement, maintain, and coordinate an integrated and progressive program of military history instruction in the TRADOC service school system, and to assist HQ TRADOC in developing such a program.

(4) Ensure fiscal resources provided by TRADOC are reserved for CSI to develop and improve staff rides for CGSC and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides.

c. Deputy Chief of Staff for Doctrine, Concepts and Strategy (DCSDCS), TRADOC.

(1) Provide guidance and input through TRADOC DCG/CofS to the Director, CSI on desired projects and publications and priorities.

(2) Recommend and coordinate HQ TRADOC priorities for TRADOC CG and DCG/CofS in TRADOC Historical Publications Plan.

(3) Coordinate and integrate the TRADOC Concept Doctrine Master Plan with the TRADOC Historical Publications Plan.

d. Chief Historian, TRADOC.

(1) Provide guidance through TRADOC DCG/CofS to the Director, CSI, on the implementation, coordination, and maintenance of an integrated progressive program of military history instruction in the TRADOC service school system.

(2) As required, receive a pre-brief of the semiannual briefing to the DCG/CofS, TRADOC.

(3) Coordinate the role of CSI's MHIST in the TRADOC military history education program.

(4) Provide CSI with introductions to TRADOC subordinate commands and branch schools to facilitate the activities of CSI's MHIST.

(5) Provide letter input to DCG/CofS, TRADOC, on the Director, CSI, for consideration in his senior rater's comments.

e. Dean of Academics, CGSC. The Dean of Academics, CGSC, will be the rater for the Director, CSI, in regard to his duties as the Director of the Department of Military History and Leadership, CGSC.

f. Director, CSI. These responsibilities augment, but do not supercede, those already outlined in the publications referenced in paragraph 1.

(1) Perform duties as the Director of CSI and as the Director, Department of Military History and Leadership, CGSC.

(2) Manage personnel and fiscal resources allotted to CSI on an annual basis from TRADOC.

(3) Provide CSI's annual resource request to the DCG/CofS, TRADOC.

(4) Coordinate with the TRADOC Military History Office and TRADOC schools.

(5) Provide semiannual brief to the TRADOC DCG/CofS, or his designated representative, on past, current, and planned CSI projects and activities in research, publication, staff rides, and military history instruction support.

(6) Solicit pertinent topics for research and publication from TRADOC and the U.S. Army at large. IAW AR 870-5, compile and provide the TRADOC Historical Publications Plan for CG TRADOC signature, in consonance with the Concept and Doctrine Development Master Plan as developed by the TRADOC Deputy Chief of Staff for Doctrine.

(7) Advertise CSI capabilities and offerings throughout the U.S. Army and DOD at large.

(8) Coordinate instructor support from the CGSC Department of Military History and Leadership to conduct the Military History Instructors Course and Field Historians Course in support of Military History Education in TRADOC.

6. CSI Organization and Relationships.

a. The CSI revised organization and resourcing plan became effective 1 July 2002. This organization will not be changed without the expressed permission of the TRADOC CG. CSI will consist of three teams: Research and Publication Team; Military History Instruction Support Team; and the Staff Ride Team. Their respective missions and responsibilities are:

(1) Research and Publication Team (RPT). The RPT mission is to conduct original, interpretive research on historical topics pertinent to the current doctrinal concerns of the U.S. Army in accordance with priorities established by the

TRADOC CG and publish the results of the research in a variety of useful formats.

(2) Military History Instruction Support Team (MHIST). The MHIST mission is to act as the proponent agency for implementation, maintenance, and coordination of an integrated progressive program of military history instruction in the TRADOC service school system. Additional responsibilities of the MHIST are:

(a) Develop, implement, maintain, and facilitate a Military History Instructors Course (MHIC). The MHIC will be tailored to address at least the following four levels of military history instruction, based upon relevant programs of instruction and supporting training support packages:

- initial entry/precommissioning level (ROTC, OCS, and E1 through E4)
- basic course level (OBC, WO1, and E5 through E7)
- advanced course level (OAC, WO2 through WO3, and E7 through E8)
- ILE level (ILE, W4 through W5, and E8 through E9)

(b) Assist the TRADOC Chief Historian as with the Military History Evaluation Program conducted in accordance with AR 870-5.

(c) Develop, maintain, and facilitate a Field Historians Course to qualify Army personnel for the 5X Military Historian Additional Skill Identifier.

(3) Staff Ride Team (SRT). The SRT mission is to develop, maintain, and perform staff rides as an educational tool for CGSC and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides for the purpose of educating leaders. Additional responsibilities of the SRT are:

(a) Research and develop new staff rides and publish staff ride guides for the benefit of TRADOC schools and Army units and agencies worldwide.

(b) Provide briefings and instruction to TRADOC schools and training agencies, as well as for other U.S. Army organizations, on the Leavenworth doctrinal model of staff riding.

b. Assignment of personnel to CSI will not preclude the Director, CSI, from using personnel to provide support for the

Department of Military History and Leadership, CGSC, and vice versa. This ability will provide maximum effectiveness and efficiency of the assignment of military historians (military and civilian) to address the needs of the Institute and the college particularly in the areas of research, publication, and instruction. It will also facilitate the continuing professional development of the historians themselves. Such use of personnel must be accomplished in accordance with available positions on established TDA, as well as in accordance with U.S. Civil Service rules, policies, and procedures, and without significant impact on the missions of CSI.

c. At the direction of the CAC CG, the CAC Historian is currently subordinate to the Director, CSI, for rating and operational control. Director, CSI, may use the CAC Historian, as the senior historian affiliated with CSI, to provide daily supervision of CSI Team Chiefs or perform other CSI supervisory duties. This does not preclude the CAC CG from withdrawing the CAC Historian from the CSI Director's supervision.

7. Resources.

a. Personnel. Minimum essential manning requirement for ensuring that CSI can perform its missions as outlined in this charter are as determined by Manpower and Force Analysis Directorate, Deputy Chief of Staff for Resource Management (DCSRM), HQ TRADOC. Should missions change, DCSRSM will support CSI by the conduct of manpower assessments to validate changes in mission or workload and establish new requirement levels. Manpower authorization levels for CSI will be determined by HQ TRADOC in conjunction with CG and DCG/CofS guidance. Such resources are to be reserved for CSI and not subject to realignment by CAC.

b. Funding. TRADOC functional proponent will ensure sufficient funding is provided to the CAC CG to fund the minimum annual CSI projects and activities as outlined below.

(1) Research and Publication. This funding includes TDY, research, and printing costs.

- (a) Two Leavenworth Papers.
- (b) One book-length monograph.
- (c) Three other publications.

(2) Military History Instruction Support. This funding includes TDY and instructional costs.

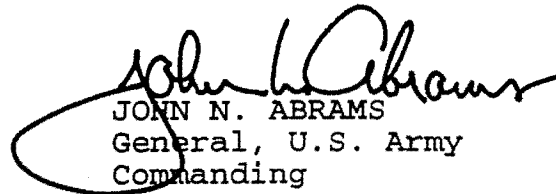
(a) Annual assistance visit to at least four TRADOC service schools in coordination with the TRADOC Military History office.

Charter and Directives, U.S. Army Combat Studies Institute

(c) Assistance visits and advice to army service schools and other training agencies/units as required.

(d) Execution of approximately 20-25 staff rides per year for CGSC courses, U.S. Army, and other DOD units worldwide.

8. The provisions and directives of this charter are effective immediately and will remain in effect until superseded.


JOHN N. ABRAMS
General, U.S. Army
Commanding

ENCLOSURE THREE

14 October 2002
U.S. Army Combat Studies Institute
Dr. Robertson (913-684-2078)

FACT SHEET

SUBJECT: Projected TRADOC-Sponsored Symposium on American Campaigning

1. Purpose. Provide information to DAHAC members on recent TRADOC symposium initiative

2. Facts.

a. Limited military operations designed to affect relations with other nations are not new for the United States. From the time Thomas Jefferson undertook actions against the Barbary pirates in the first two decades of the Nineteenth Century, the United States government has used military force in circumstances other than large-scale warfare to protect its interests. To provide both context and content for the objective force, TRADOC must analyze the use of American military forces as instruments of change in relations with other nations, particularly outside of large-scale war.

b. The TRADOC Deputy Chief of Staff for Doctrine, Concepts, and Strategy (DCSDCS) has proposed that a symposium be held during the second half of 2003, tentatively titled "Two Centuries of American Campaigning: Considering 'Diplomacy by Other Means' at the Dawn of the 21st Century." The symposium will have an operational focus on gaining insights for contemporary circumstances, with an inclination toward more recent events.

c. No chronological restrictions will be placed on prospective subjects, however, the nature of the purpose suggests that presentations should address the intent of the operation; whether forces were prepared, and if so, how; what forces were employed, why, and how; whether it was necessary to adapt forces to contingencies during the operation; the short-term outcome of the operation and whether it matched intent; longer-term outcomes, and whether they matched intent; and whether the operation in any way the catalyst for transformation of military forces.

d. The DCSDCS has asked the Combat Studies Institute to direct the symposium. Further information will be forthcoming as soon as funding is assured.

ENCLOSURE FOUR

TRAINING SUPPORT PACKAGE (TSP)

TSP Number /Title	155-H-0020 Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
Task Number(s)/ Title(s)	155-197-0020 Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
Effective Date	TBD
Supersedes TSP(s)	This TSP supersedes MQS 1 S1-9017.01-0018 TSP U.S. Military History
TSP User	Use this TSP as part of precommissioning training, the Officer Candidate School (OCS), and the Warrant Officer Candidate School (WOCS).
Proponent	The proponent for this document is U. S. Army Training and Doctrine Command, Military History Office, Ft Monroe, VA
Comments/ Recommendations	Send comments and recommendations directly to: Commander, TRADOC ATTN: ATMH Fort Monroe, VA 23651-5000
Foreign Disclosure Restrictions	The materials contained in this course have been reviewed by the product developers in coordination with the Fort Monroe foreign disclosure authority. This product is releasable to military students from all requesting foreign countries without restriction.

PREFACE

Purpose

This training support package provides the instructor with a standardized lesson plan for presenting resident instruction for task 155-197-0020.

Task number:	155-197-0020
Task title:	Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
Conditions:	Given an assignment to integrate military history into the education of officers in a tactical environment and copies of Robert A. Doughty, Ira D. Gruber, et al, <u>American Military History and the Evolution of Western Warfare</u> (Lexington, MA: D.C. Heath, 1996); Edward J. Stackpole, <u>They Met at Gettysburg</u> (Harrisburg, PA: Stackpole Books, 1956); <u>Gettysburg: Battleground 2</u> (White Marsh, MD: Talonsoft, 1995); John Toland, <u>Battle: The Story of the Bulge</u> (Lincoln, NE: University of Nebraska Press, 1959); <u>Bulge: Battleground 1</u> (White Marsh, MD: Talonsoft, 1995); FM 3-0; FM 1; FM 22-100; and CMH Pub 70-51.
Standard:	Employ American military history as a tool for studying military professionalism and for applying critical-thinking skills and decision-making skills to military problems while pursuing your education as an officer.

This TSP contains

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SECTION II. INTRODUCTION

Method of instruction: CO
Instructor to student ratio is: 1: 25
Time of instruction: 00:10
Media used: Viewgraphs 1-5

Note: Show Viewgraph 1: Task Title.

Note: Show Viewgraphs 2-5: Terminal Learning Objective.

Note: Inform the students of the following terminal learning objective requirements.

Terminal Learning Objective

At the completion of this lesson you [the student] will:

Action:	Apply knowledge of U.S. military history to the education of officers.
Conditions:	Given the textbook, a book and a computer simulation each on the 1863 Battle of Gettysburg and the 1944-1945 Battle of the Bulge, student handouts, and personal notes taken during this lesson.
Standard:	<ul style="list-style-type: none">• Demonstrates mastery of U.S. military history sufficient to pass the test with a score of eighty percent.• Develops a critical analysis of the Battle of Gettysburg that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist.• Conducts a computer simulation and develops a critical analysis of a portion of the Battle of Gettysburg that meets one-hundred percent of criteria listed on the PC-Based Military History Simulation Evaluation Checklist.• Develops a critical analysis of the Battle of the Bulge that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist.• Conducts a computer simulation and develops a critical analysis of a portion of the Battle of the Bulge that meets one-hundred percent of criteria listed on the PC-Based Military History Simulation Evaluation Checklist.• Identifies the purpose for visiting a military museum.

Safety Requirements

None.

Risk Assessment Level

None.

Environmental Considerations

None.

DEPARTMENT OF THE ARMY HISTORICAL ADVISORY COMMITTEE

-Proceedings-

30 October 2003

In attendance at all or part of the open meeting of the Department of the Army Advisory Committee (DAHAC) were the following personnel:

BG John S. Brown, Chief of Military History, Center of Military History.

Dr. Jeffrey J. Clarke, Chief Historian, Center of Military History (Executive Secretary, DAHAC).

Professor Jon T. Sumida, University of Maryland (DAHAC, Chairman).

Professor Eric Bergerud, Lincoln University (DAHAC).

Professor Adrian R. Lewis, University of North Texas (DAHAC).

Professor Brian M. Linn, Texas A&M University (DAHAC).

Professor Russell F. Weigley, Temple University (DAHAC).

Professor Ronald H. Spector, George Washington University (DAHAC).

Professor Reina Pennington, Norwich University (DAHAC).

Professor John H. Morrow, University of Georgia (DAHAC).

COL Robert A. Doughty (representing **BG Daniel J. Kaufman**, U.S. Military Academy), Department of History (DAHAC).

COL Alan C. Cate (representing **COL Craig Madden**, Army War College), Army Heritage and Education Center (DAHAC).

COL Mark VanUs (representing **LTG John M. Le Moyne**, Deputy Chief of Staff, G-1), Technology and Information Management Division (DAHAC).

COL Lawyn C. Edwards (representing **BG James Hirai**, Command and General Staff College), U.S. Army Combat Studies (DAHAC).

Dr. James T. Stensvaag (representing **LTG Anthony R. Jones**, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).

Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC).

Dr. Terrence Gough, Chief, Historical Support Branch, Histories Division, Center of Military History.

Mr. John Elsberg, Chief, Production Services Division, Center of Military History.

Mr. Terry Van Meter, Chief, Collections Branch, Museum Division, Center of Military History.

LTC John Tokar, Center of Military History.

Dr. Britt McCarley, TRADOC History Office, U.S. Army Training and Doctrine Command.

Mr. William Epley, Chief, Field and International Branch, Field Programs and Historical Services Division, Center of Military History.

Ms. Sandra Stroud, Technology and Management Division, G-1.

The session opened at 8:15 a.m. with some administrative announcements concerning TDY settlements and lunch arrangements for both meeting days. This was followed with **LTC Michael Bigelow** administering the oath of office to the civilian members of the DAHAC. **Dr. Clarke** and **Dr. Sumida** then introduced everyone present.

Clarke: I want to begin with the agenda for our meeting today [Tab A]. I've tried to keep it general, so that we would have some latitude in our deliberations. The general agenda

items are based on your suggestions. If the interest or need arises, we can move into other areas or spend more time on some topics. We're not bound to the times or topics that are on this agenda. I anticipate spending a few minutes talking about our history efforts in Afghanistan and Iraq. We'll also be talking about records management and our military history detachments. After lunch, we'll be discussing current initiatives with CSI [Combat Studies Institute], officer professional development, and the National Museum of the United States Army. But that's just the general agenda.

Brown: I note that Dr. Clarke has distributed the Assistant Secretary's [Assistant Secretary of the Army for Manpower and Reserve Affairs] response to last year's DAHAC report [Tab B]. I think we did well. The DAHAC has much influence in the Army historical community and the Pentagon. A useful vehicle is to use these DAHAC meetings and your insightful comments to advance the Army Historical Program, and enhance the training and education of the soldier.

I'd like to take you through a brief summary of where we have been and what we're doing since the last time you met. [A formal briefing followed; see Tab C.]

Clarke: Ron [Professor Spector], how do we compare with the Navy?

Spector: Well, I haven't been tracking the Navy program since my departure, but this much I can say: I'm impressed with the number of MHDs [military history detachments] the Army has available and has sent overseas.

Lewis: When might we see something from the Army about the 3rd Infantry Division and its march to Baghdad? Is the Army doing anything about this soon? The U.S. Marine Corps already has something that's due out.

Brown: Well, there is a TRADOC publication coming out in about six months. I'm on the editorial board for that one. Rick Atkinson is doing one on the 101st Airborne Division in Iraq, and there is something coming out on the 82nd Airborne Division too.

Clarke: We continue to encounter the same problems as we've had in the past: classification and access to critical documents. These two factors consistently inhibit the speed in which we can prepare official histories.

Morrow: The thing that strikes me is that the Army is so under-strength. We must be careful to protect our MHDs. Frankly, I can see DOD or DA trading some non-essential units for more critical components. For instance, I know the Army is short of military intelligence analysts, and it can always use more infantrymen. If the manpower shortages get worse, I could see the Army shaving a few MHD personnel to acquire other kinds of specialists. If the MHDs aren't producing or available when needed, it makes it pretty easy to use those people elsewhere.

Brown: We are sensitive to this. Remember that mobilization occurs when deploying commands request specific support. Right now, we have a lot of commanders requesting military history detachments. So there isn't anyone around that is looking to pare down the MHDs.

There's another issue that I wanted to address with everyone here. It's important that this not leave the room at this time. Feel free to discuss and deliberate about all this amongst yourselves, but please don't publicize it outside our circle. The Chief of Staff intends to civilianize the Chief of Military History position. It probably will happen next

year. This initiative is being driven by the demand for more brigadier general positions in the Army. Because of our Global War on Terrorism, standing up several new headquarters, and bringing all of our divisions to full strength, the Army just doesn't have enough general officers available—particularly brigadier generals. So the Chief of Staff is looking to convert some general officer billets into civilian positions. [A formal explanation followed; see Tab D.]

Pennington: Would you have had a similar position going SES [Senior Executive Service] if the individual had been an O-6 [colonel]? Would you be willing to accept a colonel as the Chief of Military History, or should we specify that the SES position be a former general officer?

Brown: We can't specify brigadier general as a prerequisite. We're only using that position or grade as the straw man for planning and discussion. The important point is the connectivity that exists among contemporary general officers. Many of them served together and worked together in past assignments. They know each other. You don't have the same kind of inter-relationship among colonels, or between colonels and generals.

Bergerud: I don't understand where the pressure is coming from to force a solution to a non-existent problem. Does this mean if we don't do the SES route, a brigadier general who doesn't want to be here would be assigned as the Chief of Military History?

Clarke: In our last session with LTG Lovelace, the Director of the Army Staff, he spelled out the problem: there was a shortage of brigadier generals Army-wide. Others also are affected by the decision. We're not the only ones.

Brown: A brigadier general who did not want to be here would never be assigned to CMH [Center of Military History].

Clarke: LTG Lovelace affirmed that there would be careful thought to this process. Losing the BG [brigadier general] slot is not being taken lightly.

Bergerud: Okay, but what's the issue here? Are we being asked to endorse this? Or is this already a done deal?

Brown: I think those are honest concerns. The decision has been made among my immediate bosses, but the final decision has not been formally presented to the Secretary of the Army.

Sumida: How do we represent this? Do we accept this? If so, how? Do we want to sign on to this as a transitional measure—when it really looks like it isn't a transitional resolution? Exactly what are we talking about?

Linn: Personality, I think, is crucial here. My experience—and it's anecdotal—is that someone uncommitted to a program is ineffective. So, if you need a general officer for some activities, such as international programs, I have to wonder if a detached general officer or no general officer would be helpful.

Stensvaag: That can be fixed. General officers can be coached. We do it often. They're used to it.

Morrow: I think I can speak with some perspective to this. I was offered the position of Chief of Air Force History a few years ago. I turned it down. Money, professional integrity, and perspective were critical to this process. These are questions that make having a general officer preferable over trying to find a credible outsider. Insiders work better in this environment: a general running a military history office in a military department makes sense.

Spector: In the Navy's case, the driver was to have a professional civilian because the two-star that was running the Navy history program had alienated everyone at the Pentagon. Nevertheless, I support the "Collins Hierarchy" that General Brown mentioned in his briefing, and I endorse Eric's [Bergerud] question. Should we, or should we not, endorse this command structure?

Pennington: What's the position description? It sounds like you are looking for a manager and a leader, but we are also talking about a professional historian. What do you want?

Brown: On the uniformed side of the house, it's largely a done deal. But the Secretary of the Army controls the SES billets. So he must be brought on board before any final decisions are made. I think he'll buy it. It looks like it will happen.

Bergerud: Assuming that we must face short-term realities, and in view of what has been achieved since 1945 in the Army with its historical program, a serving officer of appropriate rank should be the head—but I suppose a temporary solution would be acceptable.

Morrow: We should be firmer than that. We must insist that as soon as possible an active duty general officer should return to this position.

Sumida: I would go even further. We do not agree that making the position of Chief of Military History an SES billet is a good idea, but we have great confidence in BG Brown—especially if he's going to be the SES Chief.

Doughty: Well, we can't say that. It may be understood or implicit, but we shouldn't go on record as saying that.

Spector: I suggest you go back to John Morrow's suggestion. We want a brigadier general, but okay, we'll accept a temporary SES.

Lewis: If having a military head is the issue, can you downgrade it from brigadier general to colonel?

Edwards: No. There is a great gulf between a brigadier general and a colonel. It would be too much of a downgrade.

Doughty: And, the Chief Historian, as a SES, would then outrank the Chief of Military History, if he were a colonel.

Stensvaag: That's right. Jeff's [Clarke] position is the civilian equivalent of a one-star, and we've already addressed not fusing the two positions together.

Let me offer this suggestion. Why not say: don't change the paperwork? I think we can say that. We don't want the TDA—the Table of Distribution and Allowances—to be changed. The TDA is what says what organizations are authorized to have in personnel and grade or rank. If the TDA is not altered, the general officer position stays on the list. That way, you can have a general when one becomes available, or it is appropriate to have one, or you can have a SES. In the long run, it works.

Brown: I hadn't thought about that. There is a chance that a future Army Chief of Staff would want a general here, and having the paperwork in place would facilitate this.

Sumida: I would like to avoid meeting this head-on. We have confidence in General Brown, whether he's a brigadier general or SES. I think we have consensus on this much. We just don't have specific language to say it. Let's think about it some more, and we can come back to it tomorrow. We're running behind schedule, so I'd like to move on and try getting back to our agenda. Before we resume, let's take a short break.

[The DAHAC recessed at 10:16 a.m. and resumed at 10:32 a.m.]

Clarke: Publications is the next topic. In the past, there were concerns about the relevancy and timeliness of our publications, and we've tried to address those issues. But it's not easy. Doing contemporary histories produces problems with classification, document availability, and political sensitivity. In any event, we've tried to address some of these subjects. One example of the way in which we do this is through the historical poster. We can turn this material out rather easily. It's a good quick reference, and it looks good in the company day room or battalion headquarters. Another option is the small campaign brochure. This is a medium that has been very successful and very well received. We did brochures for all our World War II campaigns, and now we are branching out into other Army operations. Somalia was recently published. Two more are in the pipeline and should be coming out soon: Afghanistan and Panama. We have another one that is being developed on Bosnia and may be out in another year. Still another option in contemporary historical documentation is the Somalia After Action Review that we published a few weeks ago. We also are doing draft chapters for future larger publications on the Vietnam War. Our acquisition historians also are making some of their material available through our web site. And finally, we're also updating some of our larger publications to make them more current, such as American Military History—the last chapter just having been drafted by our own Chief of Military History.

Most of these initiatives have been done in response to suggestions from previous DAHAC meetings. Is there more we should do? What should we be doing—or not doing—for future publications in contemporary military operations? General Brown and I were considering doing some posters for Iraq and Afghanistan. Maybe we should consider some monographs from our MHD historians about combat operations in Afghanistan and Iraq?

Lewis: I remember some useful material that covered episodes from World War II. For instance, the history done for Omaha Beach—the *Army in Action Series*—is good as well as the others like it. They're done quick, they're timely, and they're very informative.

Clarke: I agree. Those are good works.

Doughty: You've heard me say this before, but I'm going to keep on hammering it home. I think it's great that we did something on Somalia. I'd hope that we could do something for Iraq and Afghanistan too—and sooner too.

Brown: This is something worth discussing with General Lovelace tomorrow. It would give me some leverage for resources and missions.

Doughty: That's fine, but let me be perfectly clear on this: I don't understand why someone in the 3rd Infantry Division couldn't do this now in Iraq. Have someone from the division take a few weeks to compose a narrative history of the unit's involvement in the war. That's how some of this material from World War II was produced. Why can't we do the same thing now?

Linn: It certainly would be helpful for teaching and making us less dependent upon journalistic accounts.

Weigley: Don't neglect the larger studies. The Green Books will be around a hundred years from now, but the campaign brochures will fade away. The weight and reputation of the Center of Military History is on its detailed and scholarly studies.

Bergerud: I agree, but we're dealing with conflicts now that have no clear end. We can't wait for the conflict to end before preparing the official history. I might add too that Vietnam ended 30 years ago. We still don't have the definitive official history of the Army in Vietnam.

Linn: Why have there been such long delays?

Clarke: We are heavily engaged in staff support. The Army uses history more so than the other military departments. This takes resources away from other long-range projects. I have nine contract historians working for me. An advantage in having them here is that they must stay committed to their contract requirements. We can't do that with civil service or uniformed military historians.

Brown: And this isn't a bad thing. It means we are relevant. We're appreciated. We're needed. And the support we provide is wanted.

Clarke: For instance, Mr. Bremer in Iraq wanted to know how the Army "*de-Baathized*" other countries after a war? This took some time to address, but it demonstrates how closely we work with and support others in the Pentagon and overseas.

Morrow: I understand the need for the shorter contemporary studies, but I think we should be careful to engage in more comprehensive studies too.

Bergerud: The official histories—the big books—are the *Queen Bee*. What I don't understand is why it takes so long to produce this material. The Green Books got done. Why can't this be done for other conflicts too?

Weigley: And that is why we should start now on doing the official history of the current war.

Sumida: I'm not sure where I am on this issue. Classification and political sensitivity certainly are concerns here.

Brown: Let's remember that the World War II series was not written within a couple years of the war's end. It spanned over a 50-year period.

Weigley: But at least it was started, and the first monographs—the first official histories—were produced within two or three years of the war ending. And those histories have withstood the test of time.

Pennington: I'm concerned with the issue of balance. Certainly, research and records collection must be started. The actual writing may be more time-consuming as new material becomes available.

Linn: I repeat we need impartial and relevant material for teaching.

Bergerud: History writing never ends. Of course, interpretations will change—either because of changing circumstances or the discovery of new material. Look, even now, the Center is revising and updating some of its own histories. The Center did great with World War II, but what about what's being done now?

Weigley: All I urge is that you get started.

Morrow: I think comparisons with World War II are not valid. That was a war that ended with a clear victor, a clear end—and significant public involvement and acceptance of the conflict. We haven't had that with many of our subsequent wars.

Bergerud: Okay, but isn't there a process in how these official histories are produced. The Vietnam series followed a process, didn't it?

Spector: Well—the book assignments—they all began about the same time.

Weigley: Maybe the case could be made for the small monographs to stimulate development of the larger story.

Spector: That's true. When commanders see the opportunity of seeing their efforts in print, they tend to be more forthcoming—and supportive.

Sumida: This has been a stimulating and interesting discussion. I wish we could continue, but I think we need to move on. Let's go to the MHDs next.

Epley: [Summarized the organization and missions of the Field and International Programs Branch, and then discussed the MHD doctrine, mission, and capabilities. The primary focus was on Operation *Iraqi Freedom*.]

Clarke: Do we have enough records from *Iraqi Freedom* to do a monograph?

Epley: Yes. And they are generally well organized too.

Clarke: Are they all de-classified?

Epley: Yes.

Clarke: Is this largely material from the 3rd Infantry Division?

Epley: Yes.

Sumida: Why were the mobilizations for the MHDs so difficult?

Epley: It was a problem with many units across the board, and our MHDs weren't the only ones who experienced these problems. Generally, it was changes imposed from OSD [Office of the Secretary of Defense], usually at the last minute. But the impact on their activities was not significant. Frankly, compared to *Desert Shield/Desert Storm*, we did much better.

Doughty: Have you done something similar with Homeland Security—Operation *Noble Eagle*?

Clarke: Yes. But remember that the Navy is the Executive Agent on that one. They have the lead.

Brown: And we had MHDs helping early in the process, taking over a thousand interviews.

Pennington: I have questions about this process. Are these oral history interviews you mentioned in your briefing transcribed?

Epley: No. Not yet. We're working with our Oral History Branch on this.

Brown: We have to use year-end funds for most of our transcriptions.

Pennington: Are these interviews done on site?

Epley: I know that some of them have been done on site, but I don't know about all of them.

Brown: Let me add that we may have follow-up interviews for some of these personnel. But that's going to be dependent upon time, funds, and available manpower.

Sumida: Okay, let's move on to records management. Colonel VanUs?

VanUs: I'm glad to hear about the MHD initiatives in records management. This is all news to me, and I think it's great that this is being done. The records management program that was briefed to you last year has stalled with the change in personnel and the operational tempo. And frankly, the bad news gets worse: 71-limas will soon disappear. These are your company and battalion clerks—your front line records managers. Essentially, our new initiative is embraced in the ARMS—the Army Records Management System, which was activated in March 2002 to preserve selected electronic records. We also have a new Army Regulation that will give us some muscle in records management. We're trying to preserve the critical records. For the future, we're looking at content and context. If it's not in writing or on computer, we won't capture it.

Sumida: Is the converse true? If it's on computer or in writing, you will capture it?

VanUs: That is our intent. Yes.

Clarke: Do you find that email is now the primary means of written communication?

VanUs: Yes. Undoubtedly, this is the case.

Sumida: Are we dealing with any problems of obsolete technology making some records inaccessible?

VanUs: I can't answer that question. Well, it's probably happened in the past, but I am unaware of any specifics or if it's still an issue.

Epley: Well, we know that it has happened. That's why we encourage our MHDs to print all their emails. We encourage them to keep a paper copy of everything.

Doughty: We all know that Gerhard Weinberg [former chairman of the DAHAC] would jump on this right away. There is material we cannot access—and material we cannot find.

Bergerud: I find it hard to believe that we can no longer access some computer data or older technology. I mean it's all still zeros and ones. Let me ask this: Are you doing anything with voice recognition?

VanUs: Yes. The Garner Study is looking at emerging trends in information technology. Voice recognition is part of that. There are hundreds of commercial vendors, some of whom may be able to help us in these efforts. Remember that there are many financial and organizational considerations that will influence what we do and how it's done. I think the big news here is that we are pushing the envelope. The ARMS is providing about 95 percent of the Army's archival records.

Sumida: I think this is a good time to break for lunch. Remember that this is to be a working session. Please return here with your food in another 15 minutes or so.

[The DAHAC recessed at 12:02 p.m. and resumed at 12:15 p.m.]

Stensvaag: [Introduced the pre-commissioning course in military history and the principal action officer in the TRADOC History Office for this project, Dr. McCarley.]

McCarley: [A formal briefing followed; see Tab E.]

Sumida: The proportion of lessons for the different periods of history you are covering strikes me as odd. Can you explain the rationale for your coverage?

McCarley: It's tied to the structure of the textbook we use, but we don't hold firm to those numbers. There's some flexibility.

[A general discussion followed, with multiple speakers, concerning academic standards, the merits of using ROTC instructors versus university professors,

and the quality of support from Professors of Military Science. Participants in the discussion included Stensvaag, McCarley, Edwards, Spector, Linn, Morrow, Weigley, Lewis, and Bergerud.]

Edwards: I think if you want to train a soldier, the best solution is to use a soldier to do it. There are some universities that may claim to have a military history class, but you'd never recognize it from the content of the curriculum. I saw one class on the Civil War that did everything except military history; it covered social history, political history, and diplomatic history, but you'd think there was never a battle fought during the four-year period. We're not doing cadets a service by sending them to classes like that.

Stensvaag: The important issue for us is to establish the baseline standard. This is the minimum of what we expect in a pre-commissioning course of study.

Linn: For the written record, perhaps we should state that what TRADOC [U.S. Army Training and Doctrine Command] is doing is acceptable, but I think we would prefer to see this instruction be done by or within the university. Can we do that?

Sumida: I have no problem with that. My concern is that this is called a "history" class, but I think that's a local call.

[A general discussion followed about the availability of university military history classes and professors qualified to teach such courses. Participating in this discussion were Sumida, Bergerud, and Linn.]

Weigley: I like the requirement for a museum visit. Is there one for a staff ride too?

McCarley: Yes. Actually, we call it a cadet ride and pitch it at a lower or more general level than the usual staff ride. Time and availability are the drivers for this.

Lewis: Speaking as a former PMS [Professor of Military Science], let's remember that the average PMS has a lot to do to prepare his cadets for commissioning. There are limits to what we can require or request.

McCarley: That's true. Many are harried. The PMS has much on his plate. That's one of the reasons we stepped in with this program.

Morrow: The students I've seen from the 1970s and 1980s were better educated than the ones we have now. I think this curriculum would have worked better then than it would now.

Bergerud: Actually, I see the opposite. I feel we are seeing a more focused and educated student body today than we had 20 years ago.

Sumida: I agree. That's the impression I have of the undergraduates at my school.

[A general discussion followed about the acceptance of military history courses on university campuses and whether such classes should only deal with U.S. history. The consensus was that military history courses should not be limited only to U.S. history. Principal participants in this discussion were Pennington, Stensvaag, and McCarley.]

Edwards: [Discussed the new organization and mission of Combat Studies, which has the History Department of the U.S. Army Command and General Staff College and the Combat Studies Institute of TRADOC.]

[There was a general discussion about the academic credentials for instructors in both the History Department and the Combat Studies Institute. Participants included Sumida, Linn, and Edwards.]

Linn: This seems to be a very positive example of a successful military history program in a service school. I think we should say that much in our summary report.

Clarke: Before going to the museums, Bob [Doughty] would you like to say something about the West Point summer program?

Doughty: I'm always glad to put a plug in for it. The Summer Seminar—formerly known as the USMA-ROTC Fellowship Course—is still on track and doing well. It's designed to prepare university history professors to teach military history to ROTC cadets on campus. About ten years ago, funding ran out. Eventually, we secured private money to underwrite the expenses. The only catch was that we provide broader support to reach graduate students, some foreign students, and other military departments. And that's been good for the program. We've attracted some excellent speakers and some quality participants. I'm reasonably confident that the funding will continue.

Linn: It's an incredible course. I went through it years ago. It's good—intellectually and professionally.

Doughty: If you have a candidate, let me know. I can't guarantee acceptance, but I can promise more consideration.

Clarke: I asked Terry Van Meter to talk for about five minutes about the national museum.

Sumida: Let's take a short break first.

[The DAHAC recessed at 2:02 p.m. and resumed at 2:17 p.m.]

Clarke: We have one of the largest property books in the Army with our museum collection. Most of this materiel is spread among the 60 or so Army museums around the country. Plus, we have a large warehouse in Anniston and about 15,000 pieces of art at our offices on 14th Street. I thought you might be interested in learning more about our national museum project, and I understand that Jeb Bennett, the division chief, will be conducting the briefing.

Bennett: Thank you. I would like to begin with a two-minute introduction to what will eventually become a 20-minute promotional presentation for the National Museum of the United States Army.

[Video presentation.]

I'm going to try to update you on where we are with the national museum project, but first, I'd like to introduce Dr. Charlie Cureton, who is one of my principal advisers. He works for Jim Stensvaag, but he spends most of his time helping me. [A briefing on the organization, mission, and vision for the National Museum of the United States Army followed.]

Clarke: To boil it all down: this is a task we have worked on for about 20 years now.

Bennett: To facilitate this effort, we have hired historians to develop our story line and help us bring this project to fruition. Right now, I'm acting like a general contractor building a house. We plan to break ground in 2006 and open in 2009. Every exhibit will educate. This museum exists for education.

Clarke: Is there anything the DAHAC can do to help the national museum?

Bennett: I think its endorsement of everything we are doing would be most helpful right now.

Brown: Yes, that would do it.

Morrow: May I add a word here? I would hope that you would underscore diversity in the Army's history.

Bennett: Thank you. Yes, we do intend on doing just that. I'm very sensitive to this issue. Maybe sir, you could help us in doing that?

There are a few other things that I ought to highlight for you. The field program is going to take some major hits. Right now, 72 percent of our personnel are eligible for retirement. We're also looking at increasing our minority representation in Army museums. We're working an intern program to help us do this. As far as the national museum project is concerned, we have four issues facing us right now: your continued support, the future organization and staffing for the national museum, its funding, and its specific site location at Fort Belvoir.

Clarke: Thank you. We'll do MHI [Military History Institute] and AHEC [U.S. Army Heritage and Education Center] tomorrow morning. Before adjourning for our reception, we have to do the group photo outside.

[The DAHAC recessed at 2:55 p.m.]

31 October 2003

The DAHAC Chairman's meeting began at 8:20 a.m. in the conference room of the Center of Military History. In attendance during all or part of the meeting were the following personnel:

BG John S. Brown, Chief of Military History, Center of Military History.

Dr. Jeffrey J. Clarke, Chief Historian, Center of Military History (Executive Secretary, DAHAC).

Professor Jon T. Sumida, University of Maryland (DAHAC, Chairman).

Professor Eric Bergerud, Lincoln University (DAHAC).

Professor Adrian R. Lewis, University of North Texas (DAHAC).

Professor Brian M. Linn, Texas A&M University (DAHAC).

Professor Russell F. Weigley, Temple University (DAHAC).

Professor Ronald H. Spector, George Washington University (DAHAC).

Professor Reina Pennington, Norwich University (DAHAC).

Professor John H. Morrow, University of Georgia (DAHAC).

COL Robert A. Doughty (representing **BG Daniel J. Kaufman**, U.S. Military Academy), Department of History (DAHAC).

COL Alan C. Cate (representing **COL Craig Madden**, Army War College), Army Heritage and Education Center (DAHAC).

COL Mark VanUs (representing **LTG John M. Le Moyne**, Deputy Chief of Staff, G-1), Technology and Information Management Division (DAHAC).

COL Lawyn C. Edwards (representing **BG James Hirai**, CGSC), U.S. Army Combat Studies (DAHAC).

Dr. James T. Stensvaag (representing **LTG Anthony R. Jones**, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).

Dr. J. Britt McCarley, U.S. Army Training and Doctrine Command.

Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC).

Cate: [Provided a brief review of the new Army Heritage and Education Center, its organization and development.]

Sumida: Specifically, do you want the DAHAC to endorse the museum support facility?

Cate: Yes. Right now, it's unfunded. We need some push from the outside to make this happen.

Sumida: Okay, we can do that.

Spector: You seem to be expecting a big chunk of private dollars for this effort. You don't anticipate any problems with fund raising?

Cate: I'm not a fund-raiser, so I can't say how it's going to be done or when, but it looks like it's doable. We need \$40 million, which is much less than the national museum project. I'm told we can do it.

Edwards: Interestingly, the Marine Corps is doing the same thing. They're raising money for their new museum too.

Spector: I know. I know. I've already been solicited. I guess I'll be hearing from you soon?

Cate: I'm not the fund-raiser sir, but I hope you will give us favorable consideration.

Pennington: Do you have a need for student interns? We're always looking for folks who can give some solid work experience.

Cate: We have a small intern program. It's not as extensive as what the national museum already seems to have, but we can always use good volunteers.

Clarke: You really have two issues to consider at this time. First, what do you want to say in your written report? Second, what do you want your chairman to say the DAS [Director of the Army Staff] during lunch today at the Pentagon? The DAS will be there, and also a representative from the Assistant Secretary's office. It's up to you.

Sumida: Shall we address the Chief of Military History issue first?

Stensvaag: I suggest language that says DAHAC acknowledges the need for more brigadier generals in the Army, but that we would prefer to have a general officer at the head of the Center of Military History. Perhaps, we can yield or acknowledge, the temporary solution to this conundrum is to hire a term SES. This would mandate a review when the term expired. We don't want to have this change placed in the TDA.

Doughty: The DAHAC has argued consistently for a general officer to head the Center of Military History. We're arguing the principal here. The Secretary of the Army and the Army Chief of Staff are going to do what is necessary to accommodate the larger Army needs. We can't stop this, but we can weigh-in to encourage a general officer be made available for the future. The "Collins Plan" should be reinforced with our endorsement.

Sumida: Okay, as I recall, the "Collins Plan" is (1) a brigadier general, (2) a retired brigadier general recalled to active duty, (3) a SES who is a retired general, and (4) a SES. That would be our order of priorities.

[A general discussion followed concerning the appropriate leadership position for the Center of Military History. The principal participants were Sumida, Spector, Doughty, and Bergerud. The consensus was to go along with a SES candidate, but the DAHAC would strongly recommend that it be reconsidered in the future with the intention of reinstating a general officer as the Chief of Military History.]

Sumida: This was my question on the MHDs: I was struck that they did not deploy with the units that they supported in the field.

Lewis: Is it possible that we could ask for two or three more active duty military history detachments?

Sumida: We've done that before. We can do it again.

Edwards: It's worth mentioning again.

Sumida: Okay. Now, with the military history education course, what should we say?

Lewis: The training and education program is sound, but I think our preference is to choose Plan A over Plan B. Plan A is to get the university history department to do the course. Plan B is the TRADOC-ROTC package.

Weigley: I fully agree.

Linn: We're also favorably impressed with TRADOC's package and initiative.

Clarke: Is this something for the report or for the DAS at lunch?

Linn: I'm speaking of the written report. Plan A and Plan B. This is important, and I think we should take a documented position on this. We've spent a lot of time discussing it. It clearly is something we care about.

Pennington: And we should underscore that this program would encourage the study of military history too.

Sumida: Okay, I can do that. For the DAS, we'll highlight these issues and go into more detail in the report. I think the really important issue is the leadership at the Center—and its future.

Linn: That works fine for me.

Stensvaag: I agree.

Sumida: Another issue I'd like to raise is the academic load at the Combat Studies Institute.

Doughty: Good point. We must never lose sight of the importance of historians receiving some professional development training of their own. This is part of the solution to achieving and retaining quality instructors.

Sumida: Well, obviously there needs to be a reduction in the teaching loads. Increasing the number of teachers and encouraging their own professional development also should take place.

Linn: And the visiting professorships seem to be going away. I hope we can address that too.

[A general discussion followed about teaching loads and professional development for instructors. Participants in the discussion included Sumida, Linn, Edwards, and Pennington.]

Sumida: We're starting to get too detailed. I think this is something we ought to postpone until next year. I'll mention it to the DAS and in our report, but I think we need to look more closely at this next year.

Clarke: So, we should start both the DAHAC report and the informal talk with the DAS with the "kudos": General Brown's leadership, the variety of publications, the third-wave out-sourcing solution, the Pentagon Library, and so forth. And, of course, I hope you'll give your formal approval for the draft *Army Historical Program* report.

Morrow: On museums, I was impressed by their diversity of outreach.

Sumida: Yes, I thought it was impressive.

Lewis: This isn't something we need to put in the report, but it seems to me that there's something missing in the Center's mission. I look through what you've stated as your mission, and it appears to be rather insulated. It seems to me that you're missing a large segment: the public.

Clarke: The documents you are referring to focus on what we can do for the Army. That's driven, in part, by where our resources come from and are expected to go. The mission statements are designed to accommodate the desires of the leadership across the river, and then we emphasize strongly the history program's direct support of the Army itself and not the American public.

[Copies of *The United States Army Center of Military History Strategic Plan 2010* and *Army Historical Program Strategic Plan 2010* were distributed.]

Clarke: Note that there are two plans: one for the Center of Military History and one for the larger Army Historical Program.

[There was a general discussion, with many separate conversations, concerning the scope, quality, and applicability of the plans. Edwards and Stensvaag were most critical, pointing out that historical offices outside the Center of Military History were not mentioned in the Army Historical Program strategic plan. Clarke assured the members that these were concerns that would be addressed in the next version of the plan, but both the DAHAC and the field history offices had approved the existing plans. Pennington urged the members to consider reviewing both plans next year.]

Sumida: Okay, let's look at the draft *Army Historical Program* report. I don't have enough information here to evaluate what's being done here. For instance, there's no funding data, no personnel matters, no policy issues. The individual components seem uneven. I don't think the DAHAC has enough data to evaluate the entire program. So I'm not sure what we are to comment on. I'm not advocating change. The report is somewhat informative and I suppose useful, but I would wish there was more here. What do you think?

Bergerud: I doubt we were ever expected to understand much of the details.

Sumida: I have this cognitive disconnect with how the history program works. I'm willing to sign off on the current draft, but I'm not sure we're giving credible advice to something that is rather vague.

Lewis: Maybe we should wait until next year on this too.

Linn: There was something else you wanted to mention.

Lewis: Well, yes, but I hesitate to bring it up. It concerns the visiting professorships and how the Army handles the people it recruits. At first, I thought my situation was unique,

but later I learned that others have had similar circumstances. A little while ago, I was offered a visiting professorship at the Army War College. I accepted. Then, later, I was told that the war college could only pay half of my expenses, but my university stepped forward and coughed up the other half. Then, later still, the college said they couldn't cover any of my expenses—but they'd still like me to come anyway. That's when I said, "Forget it." All this was bad enough, except that these changes came late in the academic year and almost were disastrous for the university funding and recruitment for my replacement. It certainly dampened my enthusiasm for doing anything like this again. And now I learned that this is not an uncommon experience.

[A general discussion followed, with several individuals either citing knowledge of colleagues who have experienced similar episodes at the war college, or were frustrated in their visiting professorships as well. Doughty presented clarifications on the process. Principal participants included Pennington, Lewis, Linn, Weigley, Edwards, Cate, and Sumida. Cate affirmed that he would look into the situation at the Army War College.]

Clarke: Part of the problem may be the layered bureaucratic regulations. I think having an experienced and dedicated person to manage what needs to be done is critical to the process. That's why things go so smoothly with the DAHAC and at West Point. Elsewhere, the responsible officers rotate every three or four years.

Sumida: I agree, but this seems to be a general problem throughout the defense establishment. It's at Carlisle Barracks, Fort Leavenworth, and the National War College too.

[More discussion on this subject followed, with contributions coming from Cate, Doughty, Linn, Lewis, Sumida, and Edwards. The consensus was that decisions for visiting professorships were being made much too late for candidates to accept offered positions, and that few candidates were even notified that they were being actively considered for a visiting professorship.]

Sumida: This clearly is affecting the ability to recruit and retain quality professors for visiting chairs. At the very least, selection decisions must conform to academic calendars.

Clarke: Let me talk a little more about the *Army Historical Program* report. The report gives me a good idea of what's going on outside the Center. I've always had problems getting input from some MACOMs [Major Army Commands]. Now, maybe next year, I'll try to add something that shows how all the history offices mesh into a whole.

Edwards: At the very least, I hope that would be done in the first page that discusses the whole program. As it is written right now, we have no idea how CSI meshes with the larger Army historical community. That much ought to be done in subsequent reports.

[A general discussion followed about the Army Historical Program and the control, oversight, and management of its component parts. Participants in this discussion were Edwards, Clarke, and Stensvaag.]

Morrow: Something I noticed in your CMH strategic plan was that you have a mission statement and then a vision statement. Both seemed a little narrow.

Clarke: So, when we do a new plan in 2010—and I hope to be here then—we'll look at a broader application of both documents and their individual parts. Maybe this is something we should discuss next year as well.

Sumida: I notice that we haven't said anything about records management. That's a critical issue.

Doughty: Losing the 71-limas is going to be hard on the program.

VanUs: I agree.

[A general discussion followed on the mechanisms that would be implemented to ensure that records were saved. Principal participants were Spector, VanUs, and Clarke.]

VanUs: We certainly want to underscore that the ARMS Program is up and working, but some problems still exist.

Sumida: Well, maybe we can say that changes will affect the Army's ability to preserve records.

Clarke: Without records, there is no written history.

Doughty: It's tragic that we have better records from the 19th century than we do have today.

Edwards: An example is the entire case surrounding the No-gun-ri episode. We all remember that case. The guy made some outlandish charges, and it turned out that we disproved everything he said—starting with a check of the morning reports, which showed that he was no where near the site when the alleged massacre occurred. I don't think we could do that now.

[A general discussion followed about the quality of records being preserved. The principal participants included VanUs, Edwards, and Stensvaag.]

Linn: Could we say something about the visiting professorship at CSI—I mean, the Morrison Chair?

Clarke: Let's wait on that question until Spiller [Dr. Roger Spiller, George C. Marshall Professor of Military History, U.S. Army Command and General Staff College] leaves.

[A general discussion followed about different conferences and meetings concerning the study of military history. Making announcements for these activities were Stensvaag, Edwards, Sumida, and Spector.]

[The DAHAC recessed at 10:14 a.m. and departed an hour later for lunch at the Pentagon (Room 3B1062) with Director of the Army Staff, LTG James Lovelace. Other guests at the luncheon included Mr. John McLaurin (Office of the Assistant Secretary of the Army, Manpower and Reserve Affairs) and Ms. Darlene Sullivan (Office of the Assistant Secretary of the Army, Manpower and Reserve Affairs). DAHAC members and

representatives attending the luncheon included the following: Dr. Jeffrey Clarke, Dr. Jon Sumida, Dr. Eric Bergerud, COL Mark VanUs, COL Lawyn Edwards, Dr. Reina Pennington, BG John Brown, COL Alan Cate, Dr. John Morrow, Dr. Russell Weigley, Dr. Ronald Spector, Dr. Brian Linn, Dr. Adrian Lewis, COL Robert Doughty, and Dr. James Stensvaag. Lunch concluded at 1:19 p.m., and the DAHAC re-assembled in the Pentagon Office of the Chief of Public Affairs conference room 1E462.]

Sumida: Well, I think it all went reasonably well. I'm looking forward to writing the report. The next meeting will be tough, when we tackle tougher issues.

[There were multiple conversations that centered around the luncheon, with topics touching on the layout of the room, comfort of the facility, visiting professorships, tone of the session and responses from the DAS, and the civilianizing of the Chief of Military History position. The principal participants in these discussions were Weigley, Doughty, Sumida, Morrow, and Edwards.]

Stensvaag: Let's not be deterred by how the DAS reacted to some of the things we discussed.

Sumida: I'm not.

Clarke: It's disappointing that he didn't affirm an intention to re-work or re-look the chief's position at a later date.

Edwards: That's because Lovelace won't be around when the time comes to reconsider this question. He knows that, so he's not going to make a commitment that he has no control over.

Clarke: General Brown is rather close to Mr. Brownlee [Acting Secretary of the Army] and the Assistant Secretary of the Army for Manpower and Reserve Affairs. So I think the SES slot looks secure, and we have a fair chance of getting a re-look in the future. But the DAHAC must position itself to reassert the need to re-look this issue when or after General Brown leaves. You must do this. I suggest you go on record to get a new brigadier general into the position at the appropriate time. And that could happen at most any time.

Doughty: Can we have excerpts of past DAHAC reports that commented on the SES-general officer issue? I think we would strengthen our argument if we could show that we've been consistent throughout this process.

Clarke: Yes, we could do that.

Sumida: This has been a good meeting.

Clarke: If there is anything else that you want added to the DAHAC for next year, let me know. I'm open for any suggestions. Colonel Edwards has challenged me to add a blend of all history activities into a single narrative for future program reports, and I'll try to do that. Is there anything else?

Sumida: We've really talked it all over. I think we're talked out. Let's adjourn.

[The annual meeting of the DAHAC concluded at 1:41 p.m. on 31 October 2003.]

I certify that I have read these annotated proceedings and that they are an accurate summary of the deliberations of the Department of the Army Historical Advisory Committee (DAHAC) meeting 30-31 October 2003.



Jon T. Sumida 17 November 2003
Chairman, DAHAC date



DAHAC AGENDA ITEMS

(30 October 2003)

- | | |
|------------------|--|
| 0830-0840 | Mandatory Administrative Procedures |
| 0840-0900 | Dr. Sumida, DAHAC Chairman: Welcome & Introductions |
| 0900-0945 | BG Brown: DAHAC Report and program overview |
| | Dr. Clarke: DAHAC Issues (general discussion): |
| 0945-1015 | 1. Publications |
| 1015-1045 | 2. Military History Detachments (Current Operations) |
| 1045-1130 | 3. Records Management |
| 1130-1300 | 4. Military History Education |
| 1300-1330 | 5. Museums |
| 1330-1430 | 6. Open Discussion |

Please bring any issues that you believe need to be raised to the attention of Professor Sumida or Dr. Clarke.



DEPARTMENT OF THE ARMY
OFFICE OF THE ASSISTANT SECRETARY
MANPOWER AND RESERVE AFFAIRS
111 ARMY PENTAGON
WASHINGTON, DC 20310-0111



October 22, 2003

REPLY TO
ATTENTION OF

Dr. Gerhard L. Weinberg
DAHAC Chairman
Department of History
CB# 3195, Hamilton Hall
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599-3195

Dear Dr. Weinberg:

I am pleased to follow up on former Secretary Thomas E. White's acknowledgement of your thoughtful and informative letter of January 16, 2003. As always, you and the Department of the Army Historical Advisory Committee (DAHAC) have proven diligent in your analysis and forthright in your critique. I do appreciate and agree with your favorable comments with respect to the leadership of the Center of Military History, the "Army Historical Program, Fiscal Year 2003," the Defense Acquisition History Project, the turnabout with respect to the Combat Studies Institute, and TRADOC's "Training Support Package." In each case, the DAHAC has also contributed to the favorable outcome of events.

You expressed concern with respect to the Pentagon Library being temporarily located at a challenging commute from the building itself. I am happy to report that this situation is rectified. The Pentagon Library is now comfortably settled into the Butler Building, immediately accessible from the Pentagon without exposure to the elements. This once again assures that time-pressed action officers supporting critical decisions have a premier library and research facility readily available.

You commented on the potential risks presented to Army historical programs by outsourcing and privatization initiatives and endorsed a position taken by the Vice Chief of Staff cautioning against such a posture with respect to historical programs. After careful analysis and review, we have in fact excused Army historians and curators from the potential "third wave" of outsourcing, privatization, or divestiture. We have asked the Center of Military History to explore the possibility of partnering with a major educational or research organization for the mutual benefit of all concerned. However that exploration transpires, our highest priority will remain the preservation of the character and quality of the Army Historical Program.

You reiterated a previously expressed concern that the emerging National Museum of the United States Army and the Army Heritage and Education Center be adequately staffed to fulfill their missions without degrading other aspects of the Army Historical

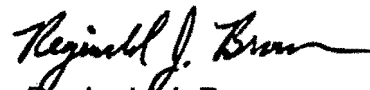
Program. The relevant Executive Steering Committee approved the staffing for both institutions and sufficient funding has been allocated for both staffs over the next several years. Brigadier General Brown will brief the details when you next meet, and I believe that you and your colleagues will be pleased.

You argued for more Active Component Military History Detachments. Our Military History Detachments, both Active and Reserve, were extremely busy during the course of the last year – as was the rest of our Army. We are re-examining our force structure and component mix in light of the Global War on Terrorism. Your point is well taken, and will certainly weigh in our deliberations.

We will continue our efforts to assure that unclassified publications issued within the Army are distributed through the depository library program, and are confident that we have made great progress in that regard already. Brigadier General Brown will discuss this further with you, and will discuss the visiting professorship at the Army War College and West Point's summer military history internship program as well.

As always, your DAHAC assessment has proven timely, insightful, and useful. I believe we have made great progress in addressing the concerns you raised and believe you will be very pleased when we provide you further details at the next DAHAC session later this month.

Thank you again for your contributions to the history and heritage of our soldiers.



Reginald J. Brown
Assistant Secretary of the Army
(Manpower and Reserve Affairs)



U.S. ARMY CENTER OF MILITARY HISTORY

**DEPARTMENT OF THE ARMY
HISTORICAL ADVISORY COMMITTEE**



30-31 October 2003



U.S. ARMY CENTER OF MILITARY HISTORY



U.S. ARMY CENTER OF MILITARY HISTORY

CIVILIAN MEMBERS

<u>NAME</u>	<u>INSTITUTION</u>	<u>PUBLICATIONS</u>
Dr. Gerhard L. Weinberg	University of North Carolina, Chapel Hill	<u>Germany, Hitler, and WW II; The Foreign Policy of Hitler's Germany</u>
Mr. Lawrence R. Atkinson IV	The Washington Post	<u>The Long Gray Line; Crusade</u>
Dr. Linda S. Frey	University of Montana	<u>The History of Diplomatic Immunity; A Question of Empire</u>
Dr. Peter Maslowski	University of Nebraska, Lincoln	<u>Armed with Cameras; For the Common Defense</u>
Dr. John H. Morrow, Jr	University of Georgia	<u>German Air Power in WW I</u>
Dr. Jon T. Sumida	University of Maryland	<u>Inventing Grand Strategy and Teaching Command; In Defence of Naval Supremacy</u>
Dr. Eric M. Bergerud	Lincoln University, San Francisco	<u>Touched with Fire: The Ground War in the South Pacific, 1942- 1943; Red Thunder, Tropic Lightning: The World of a Combat Division in Vietnam;</u>

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LTG Larry R. Jordan

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COL Craig Madden

Deputy Commandant
U.S. Army War College

COL (P) James Hirai

Deputy Commandant
U.S. Army Command and General Staff College



U.S. ARMY CENTER OF MILITARY HISTORY

INVITED ATTENDEES

Mr. Edward W. Arnold

Deputy Director for Army Records
DCSPER

COL Robert A. Doughty

Professor and Head, Department of History
U.S. Military Academy

COL Lawyn C. Edwards

Director, Combat Studies Institute
U.S. Army Command and General Staff College

COL James Costigan

Director, Military History Institute
U.S. Army War College

Dr. James T. Stensvaag

Chief Historian
U.S. Army Training and Doctrine Command



DAHAC KUDOS

- ★ **Military Leadership, CMH, MHI
CSI**
- ★ **Army Historical Program, FY2003**
- ★ **CSI Refurbishment**
- ★ **TRADOC Training Support
Package**



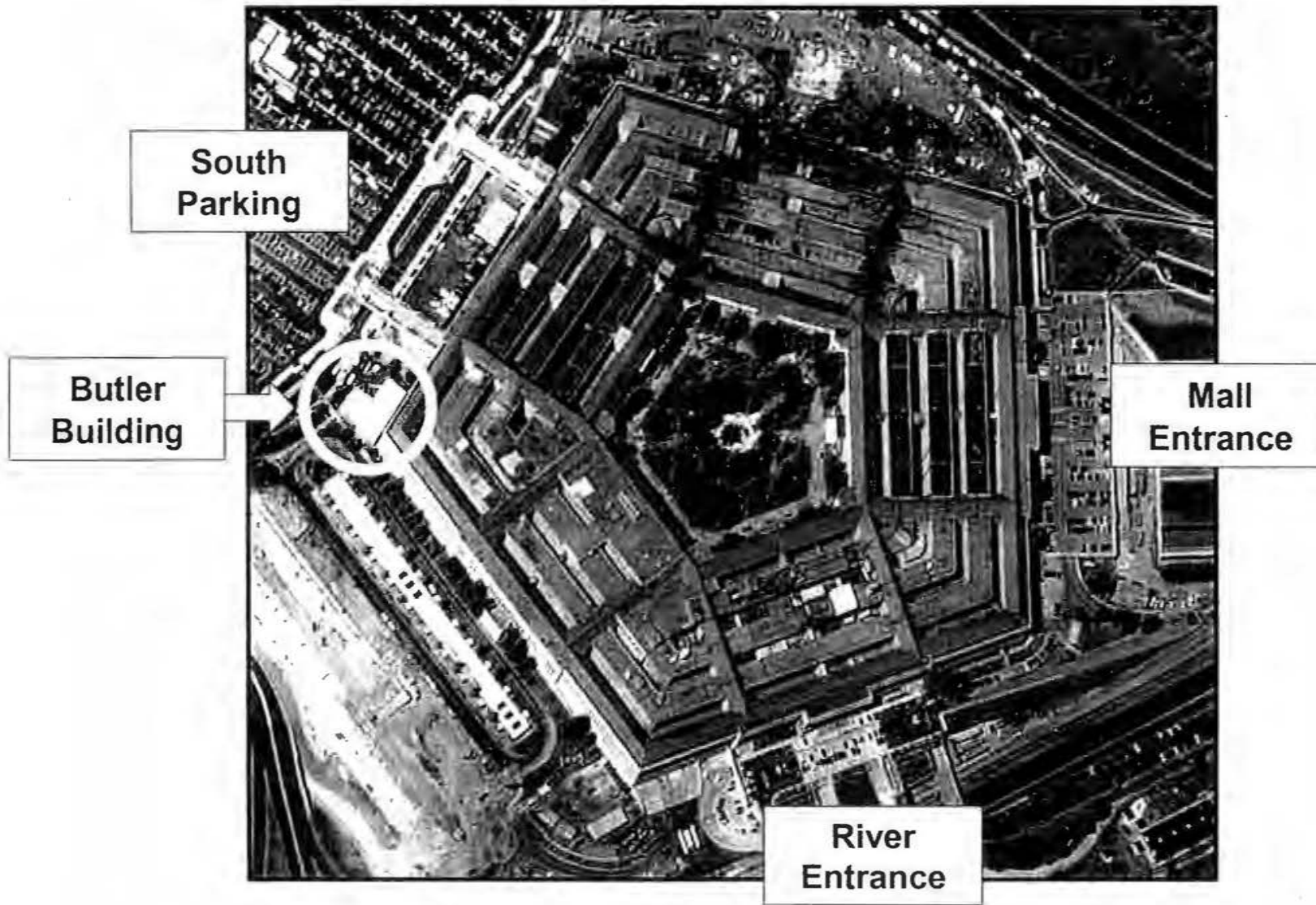
DAHAC CONCERNS

- ★ **Pentagon Library**
- ★ **Third Wave**
- ★ **NMUSA...and AHEC**
- ★ **MHD Configuration**
- ★ **MACOM Publications
Distribution**



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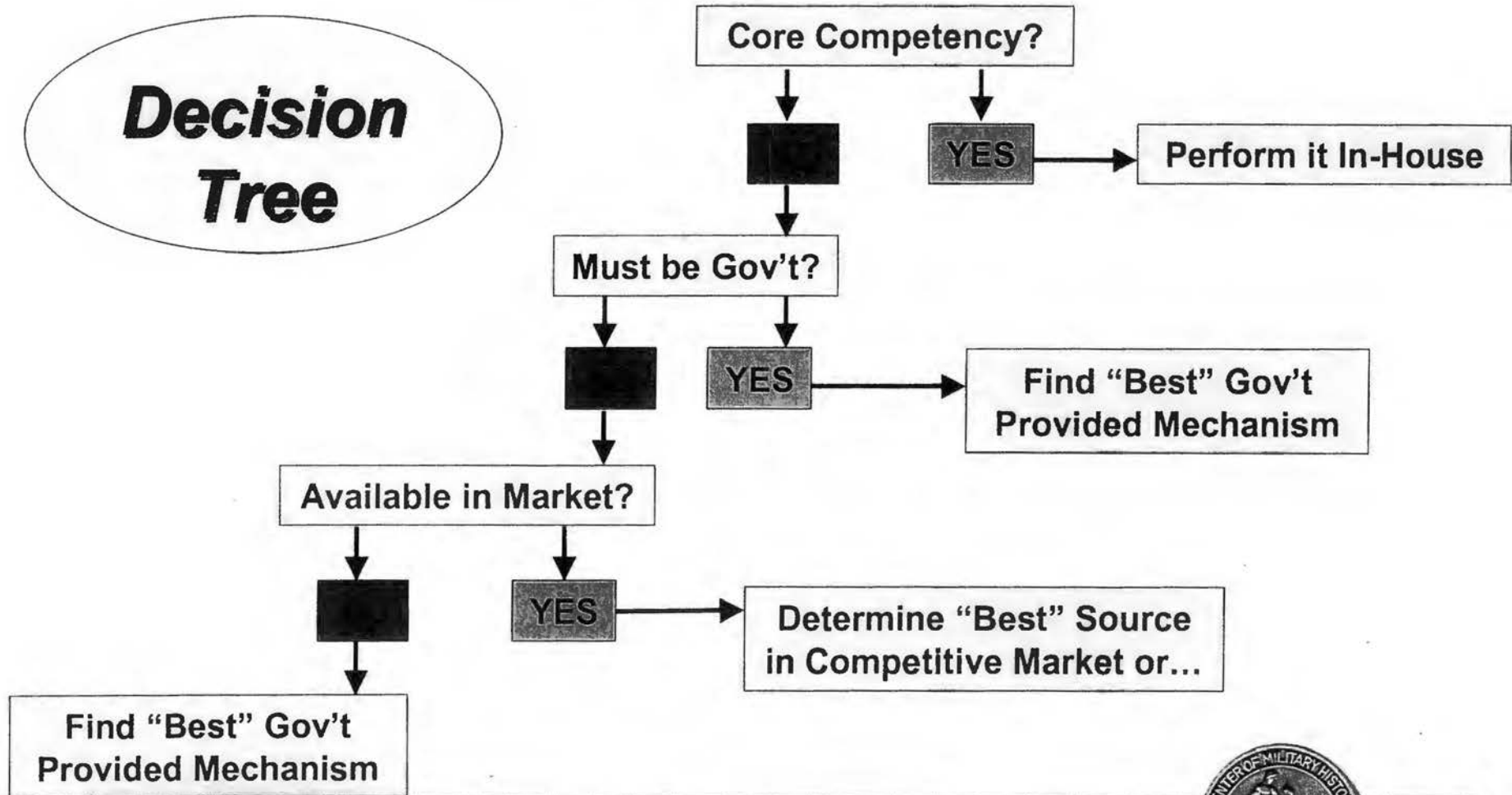
PENTAGON LIBRARY



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THIRD WAVE

Decision Tree



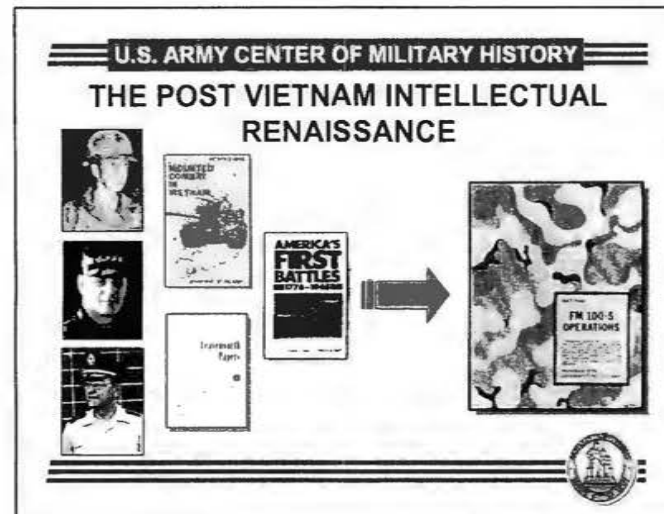
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- **Inherently Governmental Function (31 USC 501)**
- **Antiquities Act of 1906 (34 Stat. 225, 16 USC 431 et seq.)**
- **Historic Sites, Buildings, Objects and Antiquities Act of 1935 (49 Stat. 666, 16 U.S.C. 461 et seq.)**
- **National Historic Preservation Act of 1966 (80 Stat. 915, 16 USC 470 et seq.)**
- **The Colors, Standards, and Guidons of Demobilized Organizations: Disposition; Act of 1956 (10 USC 4565)**
- **The Collection of Captured Flags, Standards, and Colors; Act of 1956 (10 USC 4714)**
- **Public Printing and Documents; Disposal of Records (44 USC 33)**
- **Security (50 USC 797)**

U.S. ARMY CENTER OF MILITARY HISTORY

WHAT IT TAKES TO CREATE A CMH HISTORIAN

DOCTORATE IN HISTORY (AMERICAN MILITARY PREFERRED)	4-6 YRS (AFTER B.A.)
PROFESSIONAL PUBLICATIONS AND PRESENTATIONS AT CONF.	1-2 YRS
SELECTION FOR POSITION AT CMH (ENTRY LEVEL GS 9/11)	1-2 YRS
MENTORING BY SENIOR HISTORIANS ON WRITING PUBLIC HISTORY	1-2 YRS
RESEARCH AND WRITING OF INITIAL PAMPHLET OR MONOGRAPH	1-2 YRS
RESEARCH, WRITING, REVIEW, EDITING AND PUBLISHING MAJOR OFFICIAL HISTORY VOLUME TO THE HIGHEST ACADEMIC STANDARD	<u>4-6 YRS</u>



12 - 20 YRS.



U.S. ARMY CENTER OF MILITARY HISTORY

NMUSA PERSONNEL REQUIREMENTS (26 August 2003)

- Recommended requirements for FY04 Hiring
- Transferred Position/Requirement - RTF Decision FY03

POSITION/DUTY TITLE	REQ.	PAY PLAN	GR	SERIES	FY03	FY04	FY05	FY06	FY07	FY08	FY09	POSITION TOTAL
I. DIRECTOR												
Chief, NMUSA	1	SES						1				1
II. OPERATIONS SUPPORT DIRECTORATE												
Management Analyst (COO)	1	GS	14			1						1
Human Resources Specialist	1	GS	13			1						1
Budget Officer	1	GS	13			1						1
QAO (Risk Manager)	1	GS	11/13						1			1
Supv Facilities Management Spec	1	GS	14					1				1
Security Officer	1	GS	13					1				1
Contract Manager	1	GS	9/11			1						1
Administrative Asst (OA)	1	GS	7		1							1
III. PUBLIC AFFAIRS BRANCH (Alt. Name: Communications & Information Technology Branch (CIT))												
Public Affairs Specialist (Supv)	1	GS	15			1						1
Special Events Officer	1	GS	14				1					1
Media Officer	1	GS	14				1					1
Communications Officer	1	GS	14				1					1
SMA for Automation & Telecommunications	1	GS	14				1					1
Information Technology Specialist	1	GS	9			1						1
Special Events Specialist	8							1	3	2	2	8
Media Specialists	2								1	1		2
Communications Specialists	7						1	1	2	2	1	7
Information Technology Specialists	2					1		1				2

U.S. ARMY CENTER OF MILITARY HISTORY

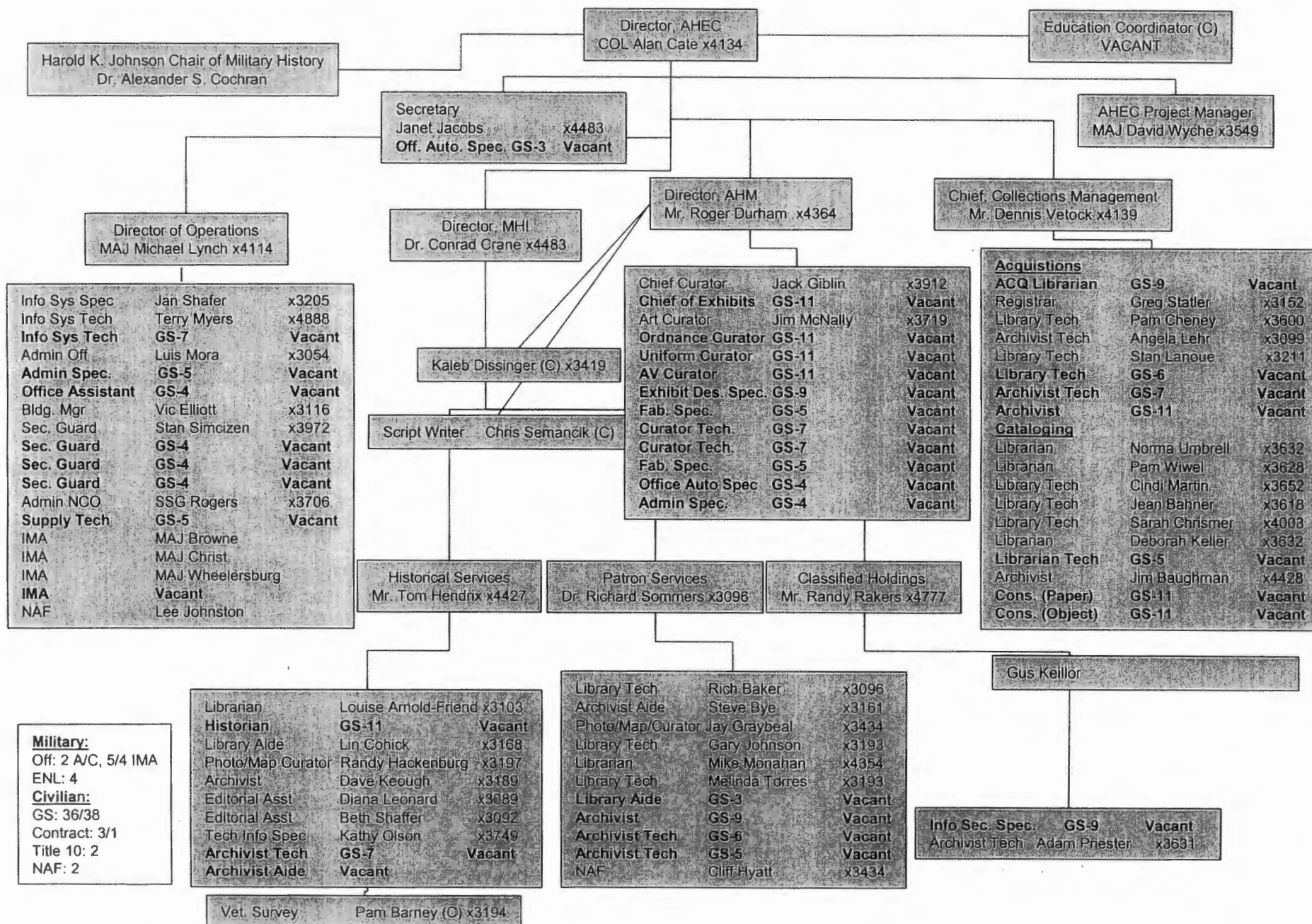
IV. COLLECTIONS ACCOUNTABILITY BRANCH

Chief of Collections Accountability Branch	1	GS	15			1								1
Conservation Supervisor	1	GS	14				1							1
Museum Curator (Supv)	1	GS	14		1									1
Restoration Supervisor	1	GS	14				1							1
Registration Supervisor	1	GS	14				1							1
Registration Specialist	3	GS	7/13						3					3
Collections Access Information Spec	4	GS	7/13						2	2				4
Museum Curators	2	GS	13		2									2
Museum Specialists (History)	2	GS	11		2									2
<i>Field Property Management Branch</i>														
Supv Museum Specialist	1	GS	12		1									1
Museum Curator	1	GS	12		1									1
Museum Specialist	1	GS	11		1									1
Museum Specialist	1	GS	9		1									1
Museum Technician	1	GS	7		1									1
Materials Handler	1	WG	6		1									1
Conservation Specialists	3								3					3
Restoration Specialists	4								4					4

V. PUBLIC EXPERIENCE BRANCH

Public Services Specialist (Supv)	1	GS	15			1								1
Supv Museum Education/Training Spec	1	GS	14				1							1
Supv Museum Curator (Research)	1	GS	14				1							1
Supv Museum Curator (Collections)	1	GS	14				1							1
Supv Museum Exhibits Specialist	1	GS	14				1							1
Museum Exhibit Specialist	1	GS	12		1									1
Supervisory Historical Interpretation Specialist	1					1								1
Museum Research Curators	3						1		2					3
Museum Program Evaluation Specialist	1					1								1
Education Specialists	21							3	6	6	6			21
Exhibit Specialists	15							2	2	6	5			15
Historical Interpretation Specialist	15					2		2			11			15
Facilities Security, Operations & Maintenance Specialist	10							1		2	7			10
Total	135	Totals per yr		GS	13	8	9	5	6	2				43
				Contract		5	2	11	23	19	32			92

US ARMY HERITAGE AND EDUCATION CENTER



U.S. ARMY CENTER OF MILITARY HISTORY

RECORDS GENERATION (MHDs)



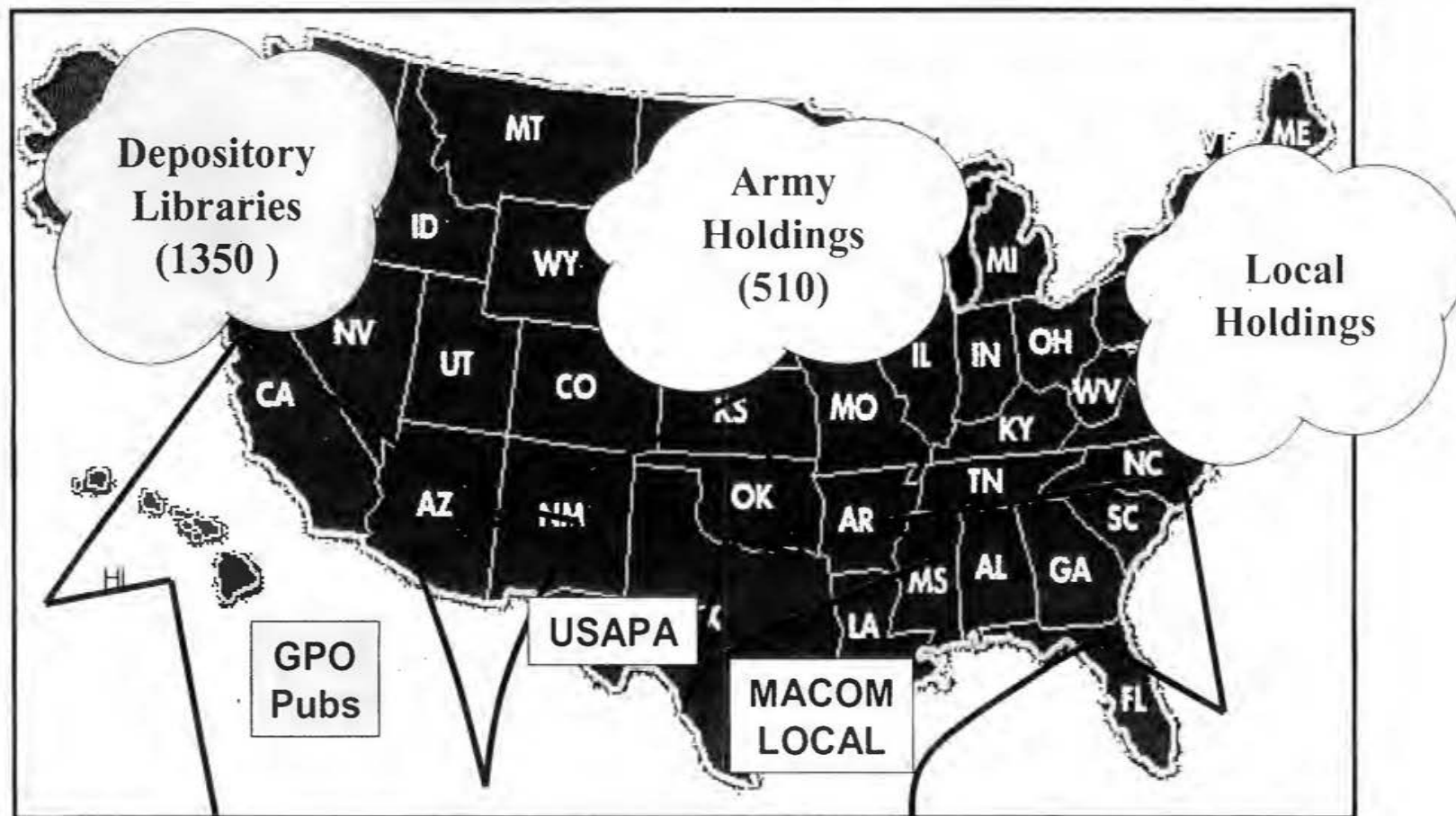
ACTIVE (1)
 ARMY RESERVE (19)
 NATIONAL GUARD (5)

Deployed Since 9/11 = 20/25 MHDs (80%)
 (* indicates more than one deployment: NE, OEF, OIF)



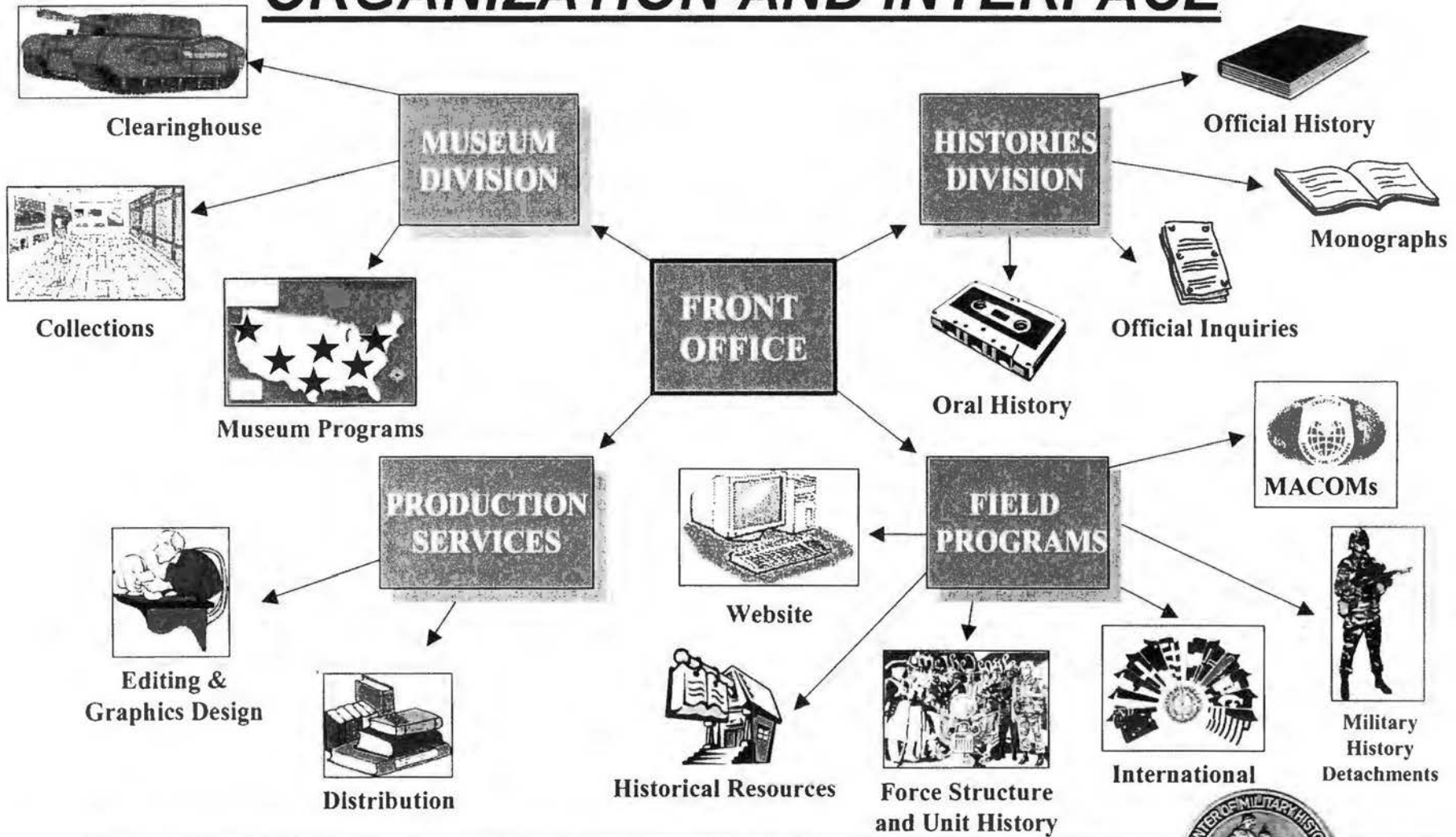
U.S. ARMY CENTER OF MILITARY HISTORY

PUBLICATIONS DISTRIBUTION



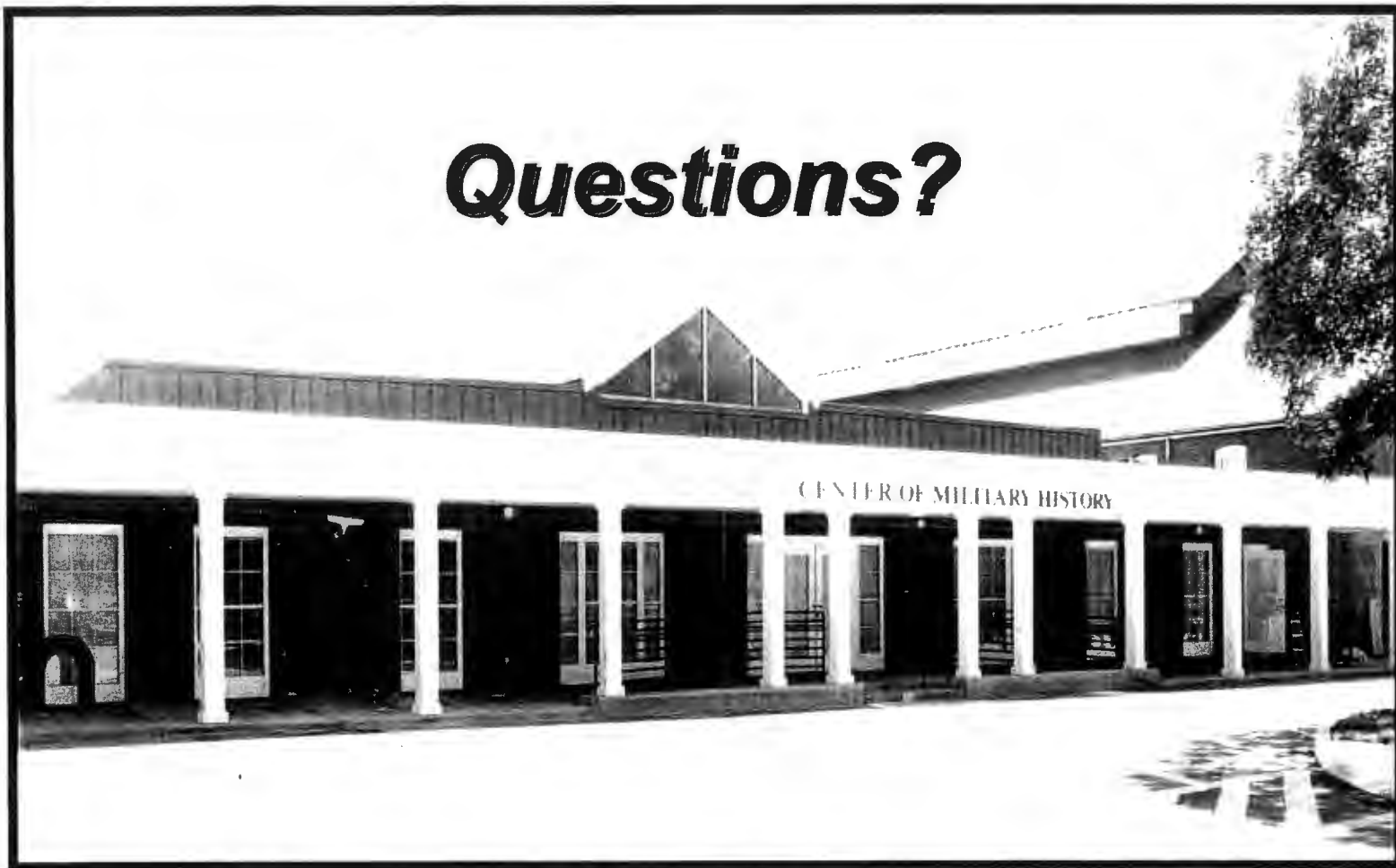
U.S. ARMY CENTER OF MILITARY HISTORY

ORGANIZATION AND INTERFACE



U.S. ARMY CENTER OF MILITARY HISTORY

Questions?

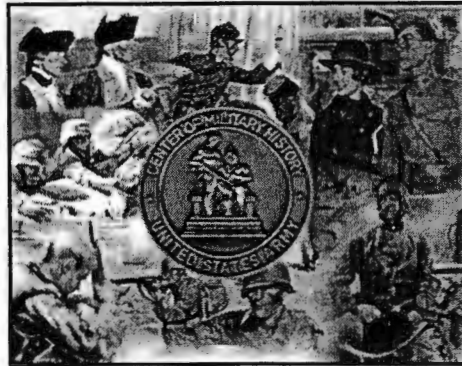


Fort Lesley J. McNair, Washington D.C.



D

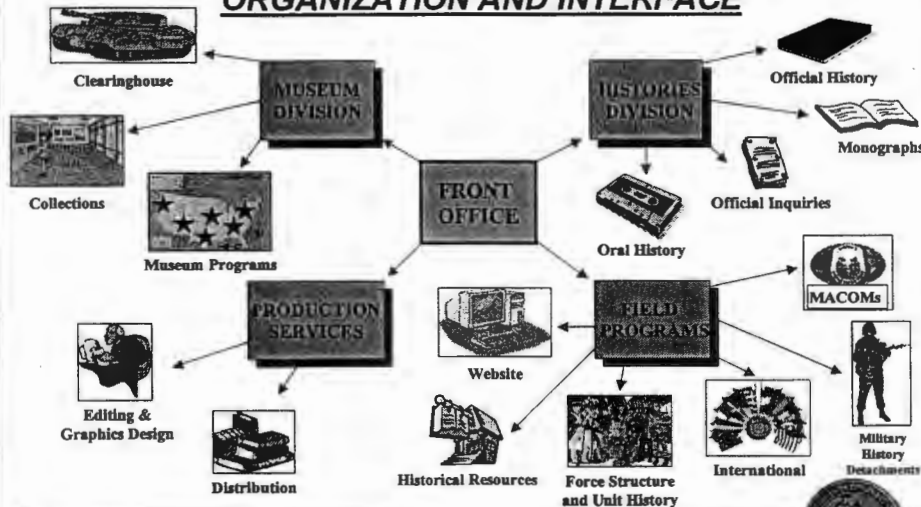
CMH CIVILIANIZATION



Considerations



ORGANIZATION AND INTERFACE



COA 1: RECONSIDERATION
Have We Asked...



COA 2: Replace with SES



BG John S. Brown



Dr. Jeffrey J. Clarke

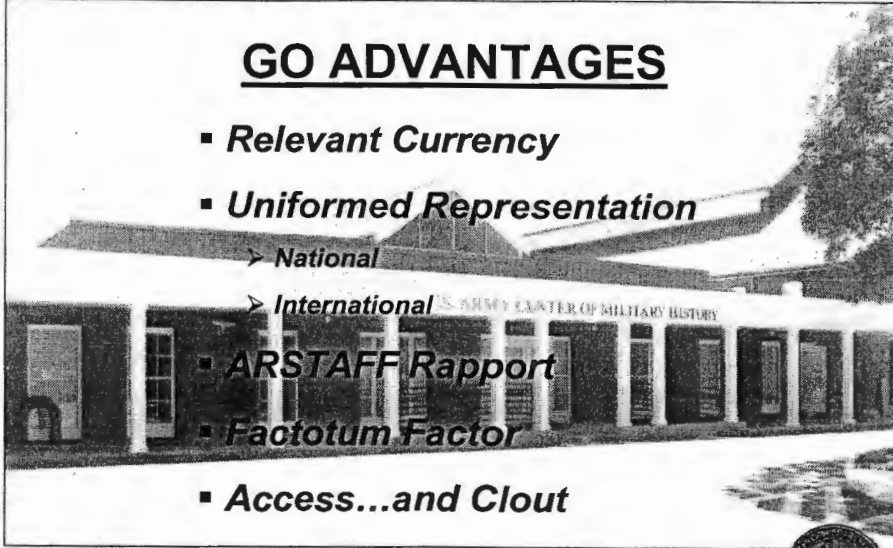


COL Donald W. Warner

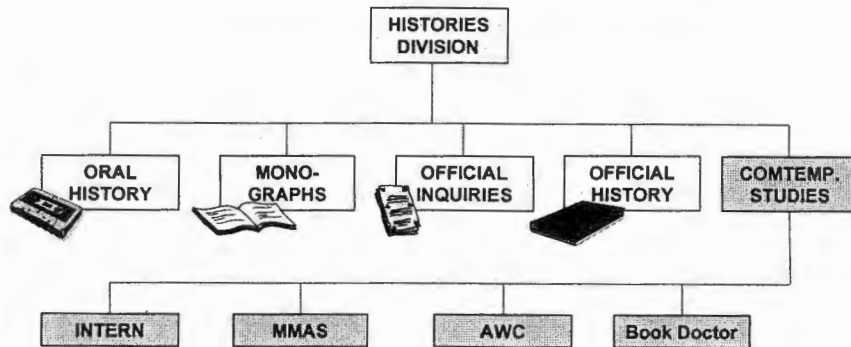


GO ADVANTAGES

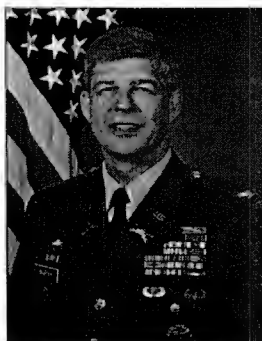
- *Relevant Currency*
- *Uniformed Representation*
 - *National*
 - *International*
- *ARSTAFF Rapport*
- *Factotum Factor*
- *Access...and Clout*



RELEVANT CURRENCY *Contemporary Studies Branch*



UNIFORMED REPRESENTATION



COL Donald W. Warner

National



MG David H. Huntoon, Jr., et. al.

International



UNIFORMED REPRESENTATION

Records Generation (MHDs)



Military History Detachments



ACTIVE (1) ARMY RESERVE (19) NATIONAL GUARD (5)



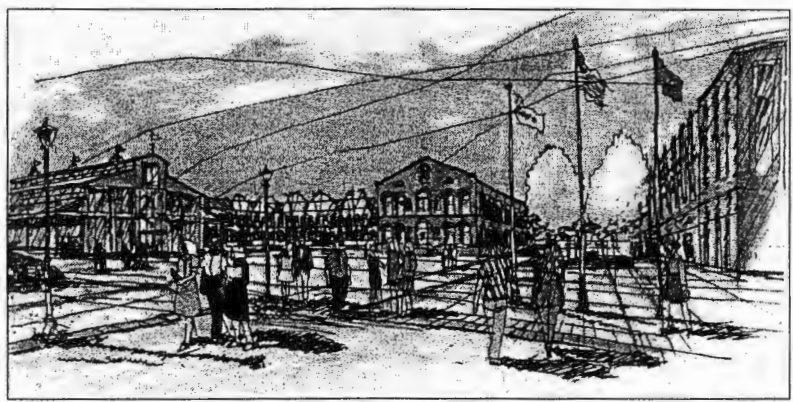
ARSTAFF Rapport



if...



FACTOTUM FACTOR
NMUSA



ACCESS...and CLOUT



COLLINS BOARD COMMENTS

Position, Chief of Military History


1. Active Duty Brigadier General (07)
2. Retired Brigadier General (07) recalled to Active Duty
3. Retired Brigadier General (07) serving in the SES
4. Civilian SES




U.S. ARMY CENTER OF MILITARY HISTORY


AN ANALOGY

BG Brown




LTG Lennox







Dr. Clarke




COL Warner



BG Kaufman





BG Brooks



U.S. ARMY CENTER OF MILITARY HISTORY

A WAY AHEAD FOR COA 2

- **Brief: Acting SA, VCSA, ASA M&RA**
- **Develop: Job Description
Hays Formula**
- **Advertise**
- **Hire**





"Once Over the World"



TRADOC Regulation 350-13: Instruction in Military History (IMH)*

3-3. Precommissioning Course Standards:

"Standards for history instruction in precommissioning are set by the training support products for TRADOC common core task 155-197-0020."

*18 October 1999

1



"Once Over the World"



TRADOC Regulation 350-13: Instruction in Military History (IMH)

a. ROTC: "Based on common core requirements and prior to commissioning, Army ROTC cadets will complete a one-semester college-level course in military history from an academic department in the host institution. If the host institution does not offer such a course, Professors of Military Science (PMS) will conduct 45 contact hours in military history taught by designated military history instructors who have attended the Military History Instructors' Course conducted annually by CSI."

2



"Once Over the World"



TRADOC Regulation 350-13: Instruction in Military History (IMH)

(1): "The required college-level military history course should..."

- "...develop students' awareness of the relationship of the military establishment to society, particularly in the United States."
- "...develop their interest in the evolution of war and the progression of military professionalism..."
- "...give them an awareness of the history and purpose of joint operations..."
- "...discuss the role of history in understanding their profession..."
- "...encourage the viewing of American military history from a joint perspective."

3



"Once Over the World"



TSP Standards

- Demonstrates mastery of U.S. military history sufficient to pass the test with a score of eighty percent.
- Develops a critical analysis of the Battle of Gettysburg that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist.
- Conducts a computer simulation and develops a critical analysis of a portion of the Battle of Gettysburg that meets one-hundred percent of criteria listed on the PC-Based Military History Simulation Evaluation Checklist.

4



"Once Over the World"



TSP Standards

- Develops a critical analysis of the Battle of the Bulge that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist.
- Conducts a computer simulation and develops a critical analysis of a portion of the Battle of the Bulge that meets one-hundred percent of criteria listed on the PC-Based Military History Simulation Evaluation Checklist.
- Identifies the purpose for visiting a military museum.

5



"Once Over the World"



TSP in Outline	# of Lessons
Language of the Military Profession	1
Colonies to Civil War	3
Civil War	4
Gettysburg Book and Simulation	2
Post-Civil War through World War I	5
Interwar through World War II	6
Bulge Book and Simulation	2
Cold War and Limited War	4
Interventions and Peace Operations	1
Museum	1
Exam	1 (30 Total/45 Contact Hours)

6



"Once Over the World"



Outline:

- Based on 2-volume USMA text.
- 23 chapters, 1607-ca. 1994.
- Black & white maps & illustrations.
- Emphasizes American experience.

Characterization:

- “Coherent, readable, & authoritative account”
- “Focused on the employment of armed forces”
- “Most interested in operations”
- “Concentrated on fighting ashore”
- “Part of the Western military tradition”
- Combined arms; joint/combined ops.; limited/total war; attrition; peace ops.

7



"Once Over the World"



Museum

ELO CC: Analyze a museum visit as providing a three-dimensional connection between the past, present, and future of the U.S. military and its operations.

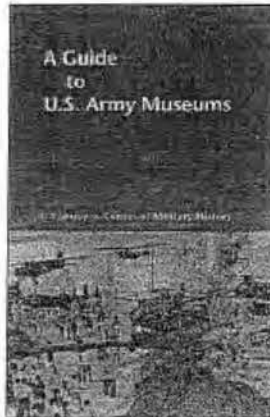
8



"Once Over the World"



Museum



Intent:

- Provides 3-D connection between past, present, & future of U.S. military & its operations.
- Allows personal connection to time, place, service, & events in U.S. military history & heritage.
- Personal scale & human dimension.

Method:

- Army museums preferred.
- Museums with military theme are acceptable.
- Virtual museum tours as last resort.
- Visit should occur apart from class.
- Class serves to review visit & discuss experience.

9



"Once Over the World"



Student Evaluation

Total of 4 Performance Tests and 1 Exam:

Performance Tests 1 and 3: Book Review & Analysis

- 8-10 page, double-spaced Book Review and Analysis.
- 100% GO/NO-GO, product-scored evaluation.

Performance Test 2 and 4: PC-Based Military History Simulation

- 4-5 page, double-spaced PC-Based Military History Simulation Analysis.
- 100% GO/NO-GO, product-scored evaluation.

End-of-Course Exam

- 100 objective questions drawn from ELO Checks on Learning.
- Solutions provided.
- Checks on Learning as source for potentially hundreds more such questions.
- 80% to receive GO.

10



"Once Over the World"



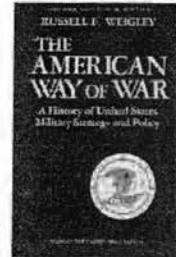
The TSP's Other Resources/Recommendations



1: DAVIS/DITIS



2: CMH/GPO



3: COM



4: COM



5: COM

11

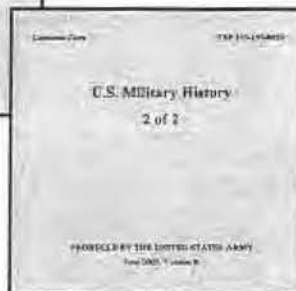
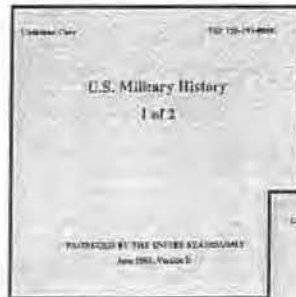


"Once Over the World"



The TSP's Innovations:

- ✓ Commercial textbook!
- ✓ Book-based required readings!
- ✓ Required papers!
- ✓ PC-based simulations!
- ✓ Museums!



12



"Once Over the World"



<http://www.adtdl.army.mil/cgi-bin/atdl.dll/cctsp/155-h-0020/155-h-0020.htm>



Former ADTDL



Current RDL

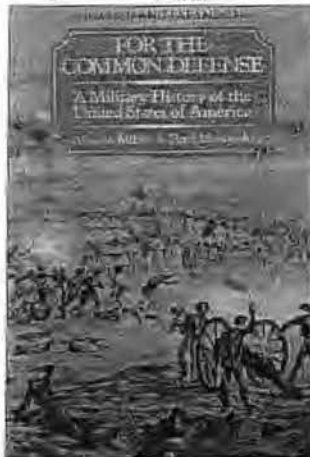
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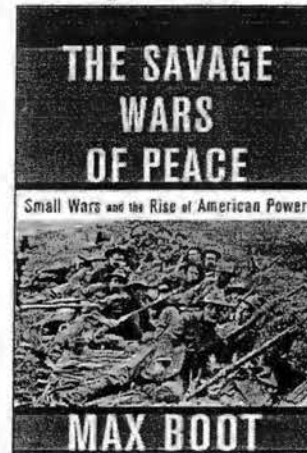
"Don't Check Your Brain at the Door"



My Text, Your Text...



America's "Other" Wars...



14

DEPARTMENT OF THE ARMY HISTORICAL ADVISORY COMMITTEE

-Proceedings-

28 October 2004

In attendance at all or part of the open meeting of the Department of the Army Advisory Committee (DAHAC) were the following personnel:

- BG John S. Brown** (U.S. Army, retired), Chief of Military History, Center of Military History.
- Dr. Jeffrey J. Clarke**, Chief Historian, Center of Military History (Executive Secretary, DAHAC).
- Professor Jon T. Sumida**, University of Maryland (DAHAC, Chairman).
- Professor Eric Bergerud**, Lincoln University (DAHAC).
- Professor Adrian R. Lewis**, University of North Texas (DAHAC).
- Professor Brian M. Linn**, Texas A&M University (DAHAC).
- Professor Ronald H. Spector**, George Washington University (DAHAC).
- Professor Reina Pennington**, Norwich University (DAHAC).
- Professor John H. Morrow**, University of Georgia (DAHAC).
- COL Robert A. Doughty** (representing BG Daniel J. Kaufman, U.S. Military Academy), Department of History (DAHAC).
- COL Robert Dalessandro** (representing COL Craig Madden, Army War College), Army Heritage and Education Center (DAHAC).
- Mr. Steven A. Raho** (representing LTG Franklin L. Hagenbeck, Deputy Chief of Staff, G-1), Records Management and Declassification Agency (DAHAC).
- LTC (P) Thomas T. Smith** (representing BG Volney Warner, Command and General Staff College), U.S Army Combat Studies (DAHAC).
- Dr. James T. Stensvaag** (representing LTG Anthony R. Jones, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).
- Mr. R. Cody Phillips**, Staff Curator, Center of Military History (Recorder, DAHAC).
- Dr. Joel Meyerson**, Chief, Military Operations Branch, Histories Division, Center of Military History.
- Mrs. Rebecca C. Raines**, Acting Chief, Field Programs and Historical Services Division, Center of Military History.
- Mr. Edward N. Bedessem**, Acting Chief, Force Structure and Unit History Branch, Field Programs and Historical Services Division, Center of Military History.
- Mr. John Elsberg**, Chief, Production Services Division, Center of Military History.
- Mr. Terry Van Meter**, Acting Chief, Museum Division, Center of Military History.
- COL Craig Nannos**, Deputy Chief, National Museum of the United States Army, Center of Military History.
- Dr. Robert Rush**, Field and International Branch, Field Programs and Historical Services Division, Center of Military History.
- COL Lawyn C. Edwards**, U.S. Army Command and General Staff College.
- MAJ Robert S. Story**, Histories Division, Center of Military History.

The session opened at 8:15 a.m. with some administrative announcements concerning TDY settlements and lunch arrangements for both meeting days. This was followed with **LTC Michael Bigelow** administering the oath of office to the civilian members of the DAHAC. After the group photograph, the DAHAC reassembled and

formally opened its session at 8:48 a.m. Dr. Clarke and Dr. Sumida then introduced everyone present.

Clarke: I want to begin with the schedule [Tab A] and agenda [Tab B] for our meeting today. I've tried to keep it general, so that we would have some latitude in our deliberations. The general agenda items are based on your suggestions. If the interest or need arises, we can move into other areas or spend more time on some topics. We're not bound to the times or topics that are on this agenda. We're flexible. I want to draw your attention to the draft *Army Historical Program* report that we sent to you in your read-ahead package. Please review it and give me your comments. I've modified the introductory material based on points raised last year from Professor Lewis. In other matters, most of our meeting time tomorrow will be devoted to report preparation. After that, we will be having lunch with the new Director of the Army Staff (DAS) [Tab C]. This afternoon, we shall be doing our traditional reception a little different than we have done in the past. Everyone will be divided into smaller groups to visit one of our divisions for an hour or so [Tab D]. Next year, I think we will go over to our Army Art facility at 14th and L Streets.

Spector: I think the first year that Dr. Clarke and I worked together we did the same sort of thing for the DAHAC reception. It was an experience then; I imagine it will be this year too.

Clarke: Any questions? Well then, I think we can begin with General Brown.

[9:03 a.m.]

Brown: Normally, we begin with the responses we received from the Secretary of the Army and the Assistant Secretary of the Army concerning the last DAHAC report. We can't do that this year, and I'll take the hit for that. Many of the issues that were raised by the DAHAC last year have been in progress for several months, and it has been difficult to comment accurately on the moving targets until only recently. However, you gave us a number of kudos that we can respond to here for review [Tab E]. One issue has been the question of outsourcing. I think that is now resolved. It hasn't had a great affect on us. A second issue is the location of the Pentagon Library. The DAHAC weighed-in on this. Along with others, this issue has been resolved with the Butler Building, which is really a physical extension of the Pentagon. A third issue was your endorsement of our Army Historical Program. A fourth kudo was the progress we have made with the National Museum of the United States Army (NMUSA). You may recall your concern that the resources here might rob existing programs. This has not happened. We have almost \$100 million programmed in the POM [Program Operating Memorandum] over the next five years. This funding and the scope of our activities will embrace three facilities: our clearinghouse at Anniston, NMUSA at Fort Belvoir, and the AHEC [Army Heritage and Education Center] at Carlisle Barracks. Yet another fifth commendation from the last DAHAC meeting concerned your pleasure with CMH publications. But you were concerned about their accessibility and distribution, and we are still working that issue. Are there any questions?

Lewis: I have a question about the libraries. Are we talking about an Army library at the Pentagon, or Army libraries in general, or a joint library maintained at the Pentagon?

Brown: The Army exercises executive agency for the library at the Pentagon. It supports everyone.

Spector: Is there a way that the general public can have access to the Pentagon Library?

Brown: The Pentagon Library has a broad collection, but its holdings are not necessarily unique. There's not anything there that cannot be found elsewhere. It really is designed to support the folks at the Pentagon—not someone from the outside or the general public.

Doughty: Well, sir, sometimes interlibrary loans from the Pentagon are the only source for some researchers. That's how we [U.S. Military Academy] have our most frequent contact with them.

Sumida: I know that the Navy historians often prefer using the Pentagon Library because of its resources.

Brown: Well, you raise some interesting points. Let me check into its unique features and get back to you on this.

Clarke: All libraries have unique things that they collect. I would imagine that the Pentagon Library falls into the same category.

Brown: We also had some conditional kudos from the DAHAC. The first one was the academic workload and staffing for the Combat Studies Institute [CSI]. I'm pleased to report that it's improved. We're not all the way there yet, but we're better now than we were last year. The second issue was ROTC military history instruction. I think you'll be pleased with the POI [program of instruction] that's come out from TRADOC [U.S. Army Training and Doctrine Command]. We'll talk in more detail about these later today. Are there any questions?

Okay, the last three issues that you raised last year have taken a little time to resolve, and we really haven't adequately fixed them all just yet. The first one concerns my own position as the chief of military history. The position is now civilianized. With J. B. Hudson's help, we were able to code the position to accommodate either a general officer or an SES [Senior Executive Service]. I am in a one-year term appointment. This will probably continue for three years, and then it will be revisited. We might continue with an SES position, or we might revert back to a general officer. This is probably something that you want to be aware of, but we don't have to do anything about it for a couple of years. A second issue that you raised was a concern about the number of active duty military history detachments. The jury is still out on this one. As you know, the Army is reorganizing into a modular force. Essentially, we're creating brigade combat teams with the intent of being flexible enough to form task force organizations in response to varying contingencies that arise. This process will affect the entire force structure, including military history detachments. In fact, it appears right now that we actually may have more historians—functioning in *ad hoc* military history groups—than we will have in military history detachments. But, as I've said, the jury is still out on all this. The third issue that you raised last year was a concern over the fate of records management, particularly with the elimination of clerical positions in the force structure. We all share your concerns about the preservation and maintenance of historical

records. We have a briefing coming up on that, so I won't say anything more right now. Stand by.

That's where we are with the issues you raised from the last meeting. Are there any questions?

Sumida: Was the question ever raised about an MHD [military history detachment] being on the ground with the unit when it deploys, rather than after it moves in theater? I think that was one of the reasons we thought there should be more active duty history detachments. The reserve MHD simply couldn't get to the deploying unit in time.

Brown: A lot of this is being driven by higher decisions and changed policies, which are calling for a more nimble and flexible system. In the case of Iraq, DOD and other commands were focused on ensuring the right mix of units who would directly affect the outcome of the campaign.

Sumida: If an MHD isn't getting to the theater in time, it cannot function. If these detachments aren't deployed, creating the official history can't be easily done.

Brown: I agree, but we're also looking at ensuring the right mix of the force structure and having well-prepared detachments on hand. A good historian on the ground is better than an immediately available captain.

Sumida: We should raise this question again. The Marine Corps had historians on the ground when the war began, but there were no Army counterparts.

Brown: That may have been the perception, but I assure you that there were historians with the major combat units. I don't know who you talked to, but there were historians with units and some MHDs in the field.

Sumida: My sensing was that most combat was over before the Army historians arrived. Now I'm hearing that was not actually the case.

Brown: This may be something we should study. Yet I know too that we had many Army historians on the ground in Iraq. You're probably right on some of the specifics, but generally, the facts will show that the Army did well in ensuring sound historical coverage of the entire war.

Clarke: Our next agenda item touches on this topic. Perhaps this would be a good time to introduce Major Story and the work he is doing.

Story: I'm working on the history of OIF [Operation *Iraqi Freedom*]. Regarding what has just been discussed let me address a couple of points. I was employed in OIF as an individual historian. I wasn't with an MHD, but I was in a position to observe what the MHDs were doing. I think their greatest strength was their mission. It's clear; they know what they are supposed to do; and they're empowered to do it. But I saw some general weaknesses too—particularly in their training, readiness, and general experience. CMH is fighting the fight for quality control. In anticipation of OIF, the Center came up with the military history group, which essentially is a pooling of talents and resources within the history community. Now, there is some truth to the points raised by Dr. Sumida. Readiness was a big issue. As a result, our coverage of OIF was weak early in 2003. But we did much better in the summer [2003]. The invasion was important, but the

transition period that followed was even more so—and that's where we've done so well. We didn't get sufficient historical coverage in early phases of OIF, but we've done much better since then. We've learned some great lessons.

Raho: Everything is becoming electronic. What have you discovered concerning differences between electronic and paper sources?

Story: Well, I prefer paper—and so do most other folks. Our really big problem is the abundance of resources. There's so much out there that we're being snowed under with resources.

Clarke: One of the primary missions for MHDs is to collect documents. While in previous wars MHDs have provided direct support to their assigned commands, since 1990 they have focused on gathering electronic records and interviewing participants to ensure that the historical record is preserved. We've deployed about a dozen Reserve Component MHDs to Bosnia, another dozen to the Gulf War, and now many to support 9-11, Afghanistan, and Iraq. But now these Guard and Reserve units are doing second and third tours. Some of these folks cannot sustain that kind of commitment.

Morrow: Is there any provision for an MHD to be with one of these new brigades? It seems to me that paucity of manpower will make this impossible. I mean, after all, the Army can't even fully staff some critical positions in intelligence and the combat arms. How are they going to find more historians or personnel to staff more MHDs?

Brown: That's certainly a problem. The task force organization will influence this.

Bergerud: In looking at the official histories from Vietnam and what's now happening in Iraq, I have to wonder if anyone is providing specific guidance on the information these MHDs should be gathering?

Clarke: We have historians who interact with historians in OIF regularly. But the MHDs today are better prepared and trained now than what we had in Vietnam.

Rush: Part of that is because of what is happening with the staffing for individual MHDs. When an MHD returns, we often have to rebuild the unit. The guys rotate out—sometimes because they want to, sometimes because they have to. So, we always have to train an MHD and maintain a regular three-tiered program for instruction based on classes given twice each year.

Linn: What do these records look like that the MHDs collect? Can we see them?

Brown: Maybe we can set something up for you. That shouldn't be difficult.

Doughty: What is being done to collect and preserve electronic records from OIF?

Story: The embedded MHD must be sensitive to this and be able to gain the confidence of the originator, who is the one that must authorize sharing the electronic document—or releasing it to the MHD. There's a wide variety of material: word documents, briefing slides, notes.

Pennington: We really ought to identify what questions should be asked consistently among the MHDs.

Linn: I agree. I've seen some of the stuff that has been produced from recent military operations. Many oral history interviews cover meaningless information. In one case, I recall an Air Force historian asking a commander in Iraq what planes he flew in the past and which one was his favorite. Who cares? The interview was supposed to be about *Iraqi Freedom*, not old airplanes.

[A general discussion followed, with multiple speakers, concerning military history detachments: their quality, interview questions they should ask commanders, and the need for qualified linguists for MHDs. The principal participants in the discussion included **Brown, Story, Linn, Sumida, Clarke, Edwards, and Nannos.**]

[The DAHAC recessed at 10:17 a.m. and resumed at 10:38 a.m.]

Raho: I want to give you a brief summary of our current progress in records management. [Handout not available.]

[A general discussion on past personnel records followed, with special attention devoted to finding and maintaining personnel records for Reserve officers. The principal participants were **Dalessandro, Smith, and Rush.**]

Doughty: What happened to the Information Warehouse that we heard so much about?

Raho: Ah, glad you asked. It floundered. It was just too expensive—maybe somewhere between \$300 and \$400 million. Let's face it: we can't go to Congress or DOD and ask for that kind of money when there are so many other demands being made in the military budget. And that's okay, because we're doing essentially the same thing more cheaply with ARIMS [Army Records Information Management System]. The problem we have is the discipline to preserve the records at the originator level.

Stensvaag: Exactly how does data get to ARIMS? Who does it?

Raho: The unit records management officer is the principal proponent; information goes directly from the PCs [personal computers] of deployed combat units, with finders information, into our central system.

Clarke: So, if a soldier in his humvee reads an operations order on his PC and hits "save," you're saying that email is sent automatically to your system?

Raho: Yes—if he's in the system.

Clarke: That sounds like we need to be thinking about what we should say or do to help you. This is part of the preservation of records for history. Maybe when Mr. Howard is here tomorrow we could talk more about all this.

Raho: That's fine with me.

Clarke: Let's move on to re-flagging.

Raines: We are engaged in a major transformation from the old Cold War Army to a more modular force structure. This is going to affect many organizations. Currently, we are doing a series of briefings up to the Army chief of staff level, and the actual implementation may begin soon. It is certain to result in many unit re-designations and in-activations. In fact, the prototype for this transformation already has begun with the 3rd Infantry Division.

Clarke: Let me remind you that this is a very sensitive issue, especially among veterans. It may not be historical; it definitely is in the realm of Army heritage. I think it is likely that many—maybe all—divisions will go away.

Lewis: That certainly is a touchy issue.

Sumida: Is this a DAHAC issue?

Clarke: It is in that it is going to absorb a lot of our time. We also may have to create a sub-committee of the DAHAC for retired senior general officers to vet solutions and proposals. Unit designations are the critical issue here, and there is no getting around the number of military personnel and veterans that are going to take a vested interest in whatever is decided.

[A general discussion, with multiple speakers, followed concerning regiments versus brigades, a previous reorganization of the Army in the 1950s, and smaller changes in World War II. Principal participants in this lively discussion included **Dalessandro, Linn, Edwards, Spector, and Clarke.**]

Edwards: This will be important to soldiers. They will call it historical. Whether it is or it isn't does not matter; they will think of this as a history issue.

Bergerud: Well then, why not say that we recognize the issue and leave it at that?

Sumida: Well, okay, but I'm not sure where this is going.

Lewis: The Army has done this before, but in the past I doubt that it caused as much angst as this new reorganization may engender. I think we want to recommend the least painful resolution of the issue in order to preserve the historical continuity of individual units.

Sumida: Thanks. That's helpful: historical continuity.

Doughty: I recommend that everyone stay involved in this. We want to avoid parochial perspectives, but we also must be concerned to save the history of units.

[There were multiple conversations about this topic involving **Brown, Clarke, Sumida, and Linn.**]

Sumida: Let's talk about resourcing the history program.

Clarke: Overall, we are well resourced, but I want some of the individual division chiefs to address specific issues. So let's put that question all in one bag right now, particularly as it affects money. Let's begin with the museums.

Van Meter: We're having many problems. Many of the museums are not adequately funded. Dr. Stensvaag will address the details. Although he will be talking from a TRADOC perspective, his points cross all MACOMs [major Army commands].

Clarke: Can you mention specific museums?

Van Meter: There are about eight, but I don't want to name any specific museums now. We are funded at 42 percent of our budgeted needs. We can't even meet payroll with that, so we're shifting funds from other places to do the minimum.

Brown: If a museum is not adequately resourced, we have to consider what can be done with this facility. The artifacts belong to me. In some cases, we may have to remove the artifacts, because we cannot fund the local museum. Or, maybe what we should do for some places is scale back the facility into a visitor center or similar operation—especially if the funding is not there to sustain a quality museum.

Van Meter: That's right. We figure that there are maybe five or six museums that may have to be scaled back, and almost as many that are up in the air right now.

Clarke: Let's move over to field historians. I think we're doing fairly well, with two exceptions. We lost our USARPAC [U.S. Army Pacific] historian to EUCOM [U.S. European Command], and we don't have one at USARSO [U.S. Army South]. I think the USARPAC position will eventually be filled. Vetting a historian for USARSO has always been a problem. We also have an evaluation system for our history offices that is similar to what the museums are doing, and this gives us some quality control.

Rush: Most command historian offices are one-person operations. This is too thin, but we are having problems adding even one more person to the office. Another lingering problem is a tendency to place some historians under the public affairs officers of the parent command.

Linn: I'd like to put the spotlight on something positive here. I had an excellent experience with the historian of the 11th ACR [Armored Cavalry Regiment]. The guy there was sharp, diligent—I was impressed. If you're looking for kudos, there's a positive one.

Edwards: I think you'll find that many of the field historians are tenacious guys. Unfortunately, I think we're losing many of the really good ones

Clarke: Okay, let's move on. We also have needs at CSI [U.S. Army Combat Studies Institute] and West Point [U.S. Military Academy (USMA)].

[There were multiple conversations and questions about the perception that "history" was a dead end for career officers and frustrating for civilian practitioners.]

Doughty: We ought to underscore that we're at war and that we need good historians to serve the Army. I think our personnel issues at the Academy are not at a critical level now, but it can be a serious concern in time.

Smith: I agree. At CSI, we've lost some good uniformed people from retirements and re-assignments, and we have difficulty obtaining replacements.

Sumida: Is the issue a lack of officers to teach history?

Smith: No. I think the issue here is in keeping talented officers. The trend seems to be to replace uniformed officers with civilians. The problem is subtle, but it's there nonetheless. When you take the uniformed officer off the platform, you're not showing the role model for the student officers to see. You create a disconnect between the civilian teacher and the military student. But also, you telegraph that "history" is not the route to take if you want to develop your career.

Brown: It sounds like we are replicating the Military Academy experience from World War I in which we stripped the institution of its talent to serve overseas. We learned our lessons and didn't make the same mistake during World War II. If we civilianize too many positions, we may inadvertently institutionalize that solution, and it would be hard to reverse. Perhaps we simply want to add a word of caution.

Linn: I can agree with much of what has just been said. There is a perception among young officers that a history assignment is a career-ender.

Brown: I think if you study the statistics carefully, you'll find that such a perception is just an urban legend.

Lewis: I don't know. Is that true for those from the Military Academy?

Linn: Yes, it is; many of the young instructors there missed CGSC [U.S. Army Command and General Staff College] or command assignments.

Doughty: Well, that happened in some isolated situations, but there were usually extenuating circumstances. For young captains—especially non-academy graduates—they worry about this. But I want you to know that some are eager for the opportunity to teach at the academy, and sometimes it's because they want out of the continuing deployment cycle. But generally, this is not a problem. I'm not that pressed for filling teaching positions with quality people.

Morrow: This sounds like we're looking at some short-sighted policies. The talent pool is being used up. I have to wonder what the future portends.

[The DAHAC recessed for lunch at 11:55 a.m. and resumed meeting at 12:15 p.m.]

Sumida: We left off, I think, with a discussion about uniformed officers on the faculty.

Smith: We can safely say that we are short of field grade officers. But then, that might be an Army-wide problem and not just a CSI one. If so, it may be because we're relatively small, and shortages are felt more readily as a result.

Edwards: Ultimately, if there's an officer available at [Fort] Leavenworth and there are two vacant slots—let's say one in the History Department and one in the Tactics Department—that officer usually will choose to go to the Tactics Department. Why? It's a

plus for his career—and most of the officers going to Leavenworth are at a crossroads in their careers.

Smith: There's been a steady decline in officers on the faculty at CSI. But I'm also seeing a reduction in former military among our civilian instructors too. These folks—the GS employees—are being replaced by contract people. The contract people are not bad (they're not unqualified; in fact, they're pretty good), but we're starting to lose some continuity in our staff and that "military perspective" that comes with it.

Edwards: This all comes back to the idea of what is core to the Army—what is mission essential.

Doughty: Our situation at West Point is a little different, but the concern is the same.

Sumida: So, are these contract people appointed?

Doughty: Yes. It's usually for three years, and they're called Title 10 employees.

Sumida: Is there a concern for the quality of these personnel?

Edwards: No. I'm very happy with the quality of these personnel. And I think LTC Smith and COL Doughty are too.

Clarke: Well, is the History Department at CSI being singled-out?

Smith: No. This is an issue that is affecting CGSC across the board.

Sumida: Okay. Why don't you do your presentation now?

Smith: (Discussed the organization and activities of the Combat Studies Institute and Department of Military History at CGSC [Tab F].)

[A general discussion followed concerning the operations and publications of CSI. The general consensus was very favorable. Principal participants in this discussion were **Morrow, Smith, Edwards, Sumida, Linn, Pennington, and Bergerud.**]

Clarke: I promised equal time to AHEC [U.S. Army Heritage and Education Center].

Dalessandro: [Tab G] We moved from Upton Hall last summer and found that a large portion of our manuscript collection was un-catalogued. This is receiving our greatest attention right now. Everything is on track at our new location, Ridgway Hall. The new area is more publicly accessible, and now we are finding that more people are coming to see our museum exhibits and macro-artifacts than are coming to do research.

Clarke: And closer to Washington, we have our own NMUSA.

Nannos: [Tab H] We have the site selected: Fort Belvoir, but the specific location on post is still pending resolution. This will be a world-class museum and the capstone of the Army Museum System. The construction date is programmed for FY 2009, but we realize that the date might slip some. It's important to remember that this will be more than just a museum. We will create a destination and make it entertaining.

Sumida: Who has control over this facility?

Nannos: The Army.

[A general discussion followed about the utility and accuracy of interactive exhibits, particularly the use of audio-visual media in a historical setting. The principal participants in this discussion included **Dalessandro, Nannos, Sumida, Morrow, and Bergerud.**]

Stensvaag: Let's remember that the intent is to use the DAHAC to vet the story line, especially for specific elements of the story. So your concerns about some of these interactive exhibits may be resolved there.

Sumida: I agree. Maybe we should consider creating a sub-committee for this purpose. We certainly want this museum to be done correctly.

[Multiple conversations followed, with a general discussion about historical standards, scholarship, and accuracy. The principal participants included **Nannos, Linn, Sumida, Morrow, and Spector.**]

[The DAHAC recessed at 1:40 p.m. and resumed at 1:57 p.m.]

Clarke: I've asked Dr. Stensvaag if he would address the funding problem with Army museums.

Stensvaag: The bottom line up front: Why should the DAHAC be concerned? Army museums exist for training and education, but funding is much too low. The problem is criminal, and it needs to be fixed. The VMUS MDEP is a chunk of money within CMH control that centralized the funding for all museums to better manage an equitable distribution of Army funds for museum operations. When this action occurred, the TRADOC force development people averaged existing budgets MACOM-wide, but excluded borrowed military manpower, temporaries, and over-hires. Well, I think we can guess what happened. This resulted in a 42 percent budget shortfall for the fiscal year. Many of the installation commanders protested, and this generated a \$1.7 million UFR [unfinanced required]. The CMH probably will find sufficient funding for personnel salaries for the field museums, but this will be done on a museum-by-museum basis. Nonetheless, if Department of the Army [DA] gives CMH insufficient funds, future planning won't work. Army museums need more money; they need better funding. Otherwise, their ability to function, even at the minimal level, will be seriously impaired.

Clarke: So what you're saying is that the post commander has lost his vested interest in sustaining the local museum, and now DA must take up the slack.

Brown: It's important that we remember that the Army museums grew from the bottom up, and now we have turned the funding sources and natural loyalties around. I think there are three issues here: reorganization of the installations, Army transformation, and centralized funding. All are coming together at the same time, which is making the situation even more difficult. The money doesn't actually come to me; it goes to the RMOs [resource management officers]. So we must get the money changers to listen to our recommendations. Presently, we are not in a position to ensure that commitments are being honored.

Sumida: What do you want from the DAHAC?

Stensvaag: We want the Secretary of the Army to know that museums are hurting. A fix is critical to their survival. It's urgent. And CMH must have a voice over the disposition of funds for these operations.

Brown: Well, I think we want to start out positive. We're pleased with FAOD support for historians.

[Multiple conversations followed, with a general discussion about where funding for Army museums originated and how it is different from present conditions. Principal participants in this discussion were **Van Meter, Clarke, Brown, Lewis, Sumida, and Dalessandro.**]

Brown: I think we can safely say that we currently have responsibility without sufficient control. The significant budget shortfalls have had an adverse impact on Army museums. I think we can say that much.

Doughty: Well, sir, what we should say is that the National Army Museum and the Army Heritage Museum do not obviate the need for continued support for the post museums.

[A general discussion followed in which some speakers opined that centralized funding should allow CMH to manage museum operations more efficiently and effectively. Others speculated that some museums will be changed, perhaps tiered in designation, and provided resources accordingly. Principal participants in these discussions were **Dalessandro, Stensvaag, Van Meter, Sumida, Lewis, and Brown.**]

Brown: We might conclude that not every command, installation, or unit requires a museum. Maybe some museums should not be continued. With adequate funding, we can expect to see appropriate reforms take place.

Clarke: Before we go there, are there any questions or issues that anyone here wants to raise?

Lewis: Last year I remember we talked about the accessibility of CMH publications. Is it possible or reasonable for ROTC detachments—including, for example, an Air Force ROTC detachment to secure quantities of CMH publications?

Elsberg: We have an inter-service agreement that permits requisition of up to ten copies of a book directly from the depot. More copies than that must be requested from us. If such requests are done regularly, we encourage the requesting service to open an account.

[There was a general discussion about the distribution of CMH publications and their accessibility for academic institutions. For some universities, there is a problem working with the Government Printing Office, especially when trying to initiate bulk purchases for college courses. The principal participants in this discussion included **Brown, Lewis, Elsberg, Linn, and Doughty.**]

Sumida: How is this to be stated in the report?

Pennington: We want to underscore that there's a disconnect here. Something should be said about academic demand for CMH publications, but the difficulty we are having in acquiring the goods.

Spector: Well, ROTC classes at least ought to be supported with CMH publications. I thought this already was being done.

[Multiple conversations followed, essentially focusing on the availability of government publications for a variety of clientele. The principal participants included **Morrow, Linn, Pennington, Brown, Clarke, Spector, and Stensvaag.**]

Sumida: I don't think there's much more we can do with this. Anything else?

Bergerud: Is there a place in Iraq where our Vietnam volumes are available? It seems to me that our troops are going to need some historical lessons to apply to their current situation.

Brown: Yes. Anyone who asks will receive what we can give. Actually, we are routinely feeding considerable data already into the theater—mostly condensed material from existing published works sent or available electronically.

Doughty: The two other Army schools spoke about their programs. I need to do the same for ours. (A brief summary about faculty needs, current curriculum, and the visiting professorship followed.) Funding for the summer seminar is strong and should continue for another three years or more.

Clarke: Let me announce that we're going to take another look at the CMH strategic plan at our retreat next month. This probably will be a topic of discussion when we meet next year.

Stensvaag: I'd like to add something about our ROTC program and military history instruction for the report. Can I do that now, or should I wait until tomorrow?

Clarke: Tomorrow would be fine.

[There were multiple conversations, mostly about the evening dinner arrangements and the CMH reception that afternoon.]

The DAHAC recessed for the day at 3:06 p.m.

29 October 2004

The DAHAC Chairman's meeting began at 8:20 a.m. in the conference room of the Center of Military History. In attendance during all or part of the meeting were the following personnel:

Dr. Jeffrey J. Clarke, Chief Historian, Center of Military History (Executive Secretary, DAHAC).

Professor Jon T. Sumida, University of Maryland (DAHAC, Chairman).

Professor Eric Bergerud, Lincoln University (DAHAC).

Professor Adrian R. Lewis, University of North Texas (DAHAC).

Professor Brian M. Linn, Texas A&M University (DAHAC).

Professor Ronald H. Spector, George Washington University (DAHAC).

Professor Reina Pennington, Norwich University (DAHAC).

Professor John H. Morrow, University of Georgia (DAHAC).

COL Robert A. Doughty (representing BG Daniel J. Kaufman, U.S. Military Academy), Department of History (DAHAC).

COL Robert Dalessandro (representing COL Craig Madden, Army War College), Army Heritage and Education Center (DAHAC).

Mr. Steven A. Raho (representing LTG Franklin L. Hagenbeck, Deputy Chief of Staff, G-1), Records Management and Declassification Agency (DAHAC).

LTC (P) Thomas T. Smith (representing BG Volney Warner, Command and General Staff College), U.S Army Combat Studies (DAHAC).

Mr. Howard Lowell, National Archives and Records Administration (DAHAC).

Dr. James T. Stensvaag (representing LTG Anthony R. Jones, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).

Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC).

COL Lawyn C. Edwards, U.S. Army Command and General Staff College.

[The DAHAC resumed its deliberations at 8:22 a.m.]

Clarke: Let me explain the scope of our session this morning. This the "Chairman's Meeting." What that means is that we want to focus most of our available time on outlining what we want to say to the DAS [director of the Army Staff] at lunch today and what we want to include in our annual report to the Secretary of the Army. Before we get into that phase, there are a few remaining business items that we left unattended yesterday. The first of these is our Dissertation Year Fellowship Program. In the past, we often had two candidates each year; this year we have three. The individuals and their dissertations are cited in the draft *Army Historical Program* report. We had a large number of applicants this year [Tab I], which I think is very encouraging.

Doughty: Has the trend in the number of applicants gone up or down?

Clarke: It varies. This year it was a little higher than in the past.

[The recorder was called away at 8:25 a.m.; he returned at 8:42 a.m.]

Sumida: I don't have a good handle on the quality control of the history program. I assume that this is a legitimate DAHAC function. Should we be looking at the selection process for curriculum material? What about visiting professors?

Doughty: Maybe we could defer to Professor Morrow to evaluate this, since he will be our visiting professor at the Military Academy next semester.

Sumida: That's an option. I think what I'm getting at is a little broader. Who's teaching military history at the staff college? It's the process that concerns me. Who is recruited and how?

Pennington: General Brown touched on this yesterday.

Bergerud: So we're also talking about ROTC instructors too. Is that it?

[Multiple conversations followed concerning a DAHAC review of various facets of military history instruction currently being conducted throughout the Army. The principal speakers were **Clarke, Sumida, Pennington, Linn, Doughty, Edwards,** and **Dalessandro.**]

Linn: I think we want to stress the positive, and in this case it was impressive what CGSC is doing. They fixed their curriculum internally. We need to be sensitive to these positives. Progress is being made.

Sumida: I agree. It's a point that needs to be made.

Morrow: It seems to me that the Army would be responsive to such a review. I know from my experiences with the Air Force and what I've heard of the Navy that the other branches of the service are less willing to be reviewed by outsiders. But my experience with the Army is that they welcome such evaluations—and respond to them.

[There were multiple conversations about peer reviews and institutional inspections. The principal speakers were **Sumida, Edwards, Linn,** and **Smith.**]

Pennington: If we really want to make informed decisions, we'll have to do some homework. We have to study the material and visit the sites. Meeting here once a year won't be enough. I don't think we're talking about spending a long time on the road or studying volumes of paperwork, but I think we've got to do more than we're doing now. Otherwise, we're just doing a rubber stamp.

Clarke: I think this is something that we could fund. And I think you'd be welcome at most sites.

[A general discussion followed in which various suggested sites and schedules were proposed. The principal participants included **Sumida, Edwards, Linn, Clarke,** and **Pennington.**]

Clarke: It seems that there are two ways to do this. We've sent folks to sites as a small delegation, and we've sent lone members. We've done both. Maybe creating a sub-committee for this would be the solution. It might require a little more planning and coordination. But this also would provide a more structured approach. It would be more formal. Focused.

Sumida: A third way may be less confrontational. I don't want to come across as inspectors. That's really not our motivation—not now at least. I think any DAHAC visits to

Army schools should be more informational. I think initially we would like to approach this with an eye to learning in order to understand and ultimately be able to evaluate. I think we need to know how all this comes together—how everything works.

Pennington: Two issues have surfaced in all these conversations and our discussions last night. One is the isolation of people working in these environments out in the field, away from a headquarters or fellow peers.

[A general discussion followed about faculty workload at Army schools, teaching requirements, and professional development. The principal participants in this discussion included **Edwards**, **Dalessandro**, and **Clarke**.]

Sumida: I think we're beginning to repeat things we addressed last year.

Edwards: Well, it's an issue that we're still working on.

[The recorder was called away at 9:10 a.m.; he returned at 9:16 a.m.]

Lewis: I have two graduate students who are already in the Reserves. Is it possible to get them involved in the history program—maybe an MHD or an IMA [individual mobilization assignment] billet?

Clarke: Yes, that is possible.

[A general discussion followed in which speakers addressed the assignment process in military history detachments and other historical positions. All agreed that the Army and the DAHAC members should be pro-active in this process. The principal participants were **Clarke**, **Pennington**, and **Sumida**. This discussion led to another one about graduate students and their suitability for doing work in military history. The consensus was that such persons who are available to serve in the Army Historical Program should be encouraged to do so. The principal participants in these discussions were **Clarke**, **Bergerud**, and **Sumida**.]

Lewis: It seems to me that the key is getting the word out. I have many veterans and reservists in my classes—and I'll bet many of you do as well. Maybe we need to know more about these opportunities so that we can share them with potential candidates.

Linn: That's a good idea, and it's one that I think we should take advantage of doing. Can CMH address this next year with some background about personnel needs and qualifications in military history detachments and the Army Historical Program?

Sumida: Let's move on to Mr. Lowell and the National Archives.

Lowell: [Tab J] Most of our work now is being driven by electronic records, which is a phenomena that is affecting all records management activities in the government. This is generating more than we have the resources to maintain. We are just barely staying abreast of the volume.

Sumida: This is all interesting and helpful to know, but how do we as the DAHAC address the issues you've raised?

Linn: I think DAHAC can say that NARA [National Archives and Records Administration] is greatly under-resourced to maintain its records. Because of this, the problem is spilling over into other federal agencies, such as the Army.

Clarke: Is there a master program or format to be used for all these government records? Or maybe I should ask if one is being planned?

Lowell: No. The software is not quite there to do what we want to do. We're not there yet.

Sumida: What's your policy on using digital cameras at NARA for research?

Lowell: As far as I know, it's okay. Flash photography is not permitted, but there are no other restrictions that I can recall.

[A general discussion followed about the accessibility of military records at NARA, particularly more contemporary material. The consensus was that—because of security restrictions and a general paucity of saved records—most material from the 1950s and after the war in Vietnam was too thin or inaccessible. The principal participants in this discussion were **Sumida, Linn, Morrow, and Lowell.**]

Spector: Every three months I attend the Secretary of the Navy's declassification advisory panel. Every time we meet, we receive reports of progress made in cataloging and declassifying documents. Where do these things go after they're catalogued and declassified?

Raho: Back to the owning unit or agency—unless they fall under the mandatory retirement provisions for records to go to NARA.

Lowell: We declassify about one million documents every year.

Clarke: On the DOD declassification committee, I found that historians cannot agree on what priorities for cataloging and declassification. Vietnam was one priority that all agreed on..

Lowell: Sometimes it's driven by government policies. One that comes to mind is the Nazi gold question. Many agencies have had a vested interest in this subject: Army, Treasury, State, Commerce. Reviewing and declassifying some of this material takes coordination. It requires a lot of time.

Spector: But in other cases it cannot be as complex. So what's the bottleneck?

Lowell: It depends. Cataloging, classification, or just the availability of the records will influence how accessible they can be or who gets to see them. It varies. But we have to review everything.

Spector: Can you use volunteers?

Lowell: Yes, we do. They're a great help, at least with things that are declassified.

[A general discussion followed concerning archival material at NARA and various Army agencies, their accessibility, and their utility. The principal participants in this discussion included **Pennington, Lowell, Linn, Spector, and Smith.**]

[The recorder was called away at 10:05 a.m.; he returned at 10:15 a.m.]

Stensvaag: (Summary of military history instruction for ROTC detachments.)

Lewis: Will there be more consolidations or reductions of ROTC detachments?

Stensvaag: I think that has stabilized. It's around 270 right now. The non-producing detachments (the ones that were not graduating any commissioned officers, or much too few to justify the investment) are gone.

Linn: If the DAHAC does on-site visits, we should be certain to be at Fort Leavenworth when they're teaching the ROTC instructors.

Sumida: I agree. That would be a good idea. Let me talk with Dr. Clarke and General Brown about that.

Lewis: I understand that you're doing a new edition of American Military History?

Clarke: Yes, and it should be out very early next year.

[There were multiple conversations on a variety of subjects.]

The annual meeting of the DAHAC concluded at 10:24 a.m. on 29 October 2004.

I certify that I have read these annotated proceedings and that they are an accurate summary of the deliberations of the Department of the Army Historical Advisory Committee (DAHAC) meeting 28-29 October 2004.

Jon T. Sumida
Chairman, DAHAC



date

TAB A

DAHAC SCHEDULE

28 October 2004 (Thursday)

7:50 a.m. Pick up DAHAC members at Holiday Inn (550 C Street, SW).
8:10 a.m. Arrival. Refreshments (coffee and donuts).
8:30 a.m. Swearing-in. Announcements. Group photo.
8:40 a.m. Open meeting.
11:30 a.m. Break and working lunch.
1:00 p.m. Open meeting.
3:30 p.m. Reception and Visit with CMH Divisions.
4:30 p.m. End of Day One.
4:45 p.m. Shuttle bus departs for Holiday Inn.
Dinner (TBD).

29 October 2004 (Friday)

7:45 a.m. Pick up DAHAC members at Holiday Inn.
8:00 a.m. Arrival. Refreshments (coffee and donuts).
8:15 a.m. Report preparation.
11:30 a.m. Break and travel to the Pentagon.
12:00 p.m. Lunch at the Pentagon. Lounge 5, Executive Dining Room.
1:15 p.m. Report finalization.
3:00 p.m. End of Day Two.
Departure.

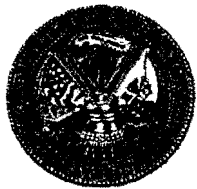
TAB B

DAHAC AGENDA ITEMS

(28 October 2004)

- 0830-0840 Mandatory Administrative Procedures (Mr. Phillips)**
- 0840-0850 Dr. Sumida, DAHAC Chairman: Welcome & Introductions**
- 0850-0900 Dr. Clarke: Schedule & AHP Report**
- 0900-0920 BG Brown: DAHAC Report and program overview**
- 0920-0940 Field History Effort (Major Story/Dr. Rush)**
- 0940-1000 Records Management (Mr. Raho)**
- 1000-1020 Reflagging the Army (Ms. Raines/Mr. Bedessem)**
- 1020-1100 Resourcing the History Program (Dr. Clarke, Mr. Van Meter/Dr. Rush/COL Doughty/COL Smith)**
- 1100-1115 Museum Funding (Dr. Stensvaag)**
- 1115-1130 Contracting (Dr. Clarke/Mr. Van Meter/Ms. Raines/Mr. Elsberg)**
- 1130-1300 AHEC/CSI Status (COL Smith/COL Dalessandro) (working lunch)**
- 1300-1315 NMUSA Status (Mr. Bennett/Mr. Bavisotto/COL Nannos)**
- 1315-1330 Dissertation Year Fellowships (Dr. Clarke)**
- 1330-1500 General Discussion**

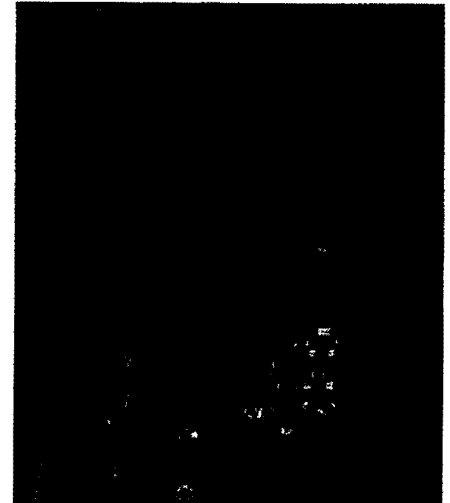
TAB C



United States Army

Lieutenant General JAMES L. CAMPBELL

**Director of the Army Staff
Office of the Chief of Staff, United States Army
202 Army Pentagon, Room 3E525
Washington, DC 20310-0202
Since October 2004**



SOURCE OF COMMISSIONED SERVICE ROTC

MILITARY SCHOOLS ATTENDED

Infantry Officer Basic and Advanced Courses
United States Army Command and General Staff College
United States Naval War College

EDUCATIONAL DEGREES

University of Missouri - BS - Physical Education
University of Illinois - MS - Physical Education
United States Naval War College - MA - National Security & Strategic Studies

FOREIGN LANGUAGE(S) None recorded

PROMOTIONS

DATES OF APPOINTMENT

2LT	9 Jun 71
1LT	9 Oct 72
CPT	9 Jun 75
MAJ	6 Sep 80
LTC	1 Apr 87
COL	1 Apr 92
BG	1 Aug 96
MG	1 Nov 99
LTG	4 Nov 02

MAJOR DUTY ASSIGNMENTS

FROM

TO

ASSIGNMENT

Jun 71	Sep 74	Platoon Leader, A Company, 2d Infantry Battalion (Airborne), 504th Infantry, 82d Airborne Division, Fort Bragg, North Carolina
Oct 74	Nov 75	Platoon Leader, later Commander, Combat Support Company, 1st Battalion, 32d Infantry, 2d Infantry Division, Eighth United States Army, Korea
Jan 76	Jun 76	Student, Infantry Officer Advanced Course, United States Army Infantry School, Fort Benning, Georgia

Lieutenant General JAMES L. CAMPBELL

Jul 76	Apr 80	Commander, E Company, 15th Battalion, later S-1 (Personnel), 4th Combat Support Training Brigade, United States Army Training Center, Fort Jackson, South Carolina
May 80	May 81	Student, United States Army Command and General Staff College, Fort Leavenworth, Kansas
Jun 81	May 84	Physical Training Officer/Research Officer, later Director Second Class, later Director of Instruction, Department of Physical Education, United States Military Academy, West Point, New York
Jun 84	Nov 85	Executive Officer, 1st Battalion, 35th Infantry, 25th Infantry Division (Light), Schofield Barracks, Hawaii
Dec 85	Jun 87	Assistant Chief of Staff, Force Integration, 25th Infantry Division (Light), Schofield Barracks, Hawaii
Jul 87	May 89 ✓ LTC	Commander, 4th Battalion, 27th Infantry, 25th Infantry Division (Light), Schofield Barracks, Hawaii
Jun 89	Jun 90	Student, United States Naval War College, Newport, Rhode Island
Jul 90	Jan 91	Assistant Chief of Staff G-3 (Operations), 9th Infantry Division (Motorized), Fort Lewis, Washington
Feb 91	May 92	Deputy Chief of Staff, I Corps, Fort Lewis, Washington
Jun 92	Apr 93 ✓	Commander, 1st Brigade, 10th Mountain Division (Light), Fort Drum, New York
Apr 93	Aug 93	Commander, United Nations Quick Reaction Force and OPERATION RESTORE HOPE, Somalia
Aug 93	Sep 94	Commander, 1st Brigade, later Chief of Staff, 10th Mountain Division (Light), Fort Drum, New York
Sep 94	Jan 95	Director, Joint Staff and OPERATION UPHOLD DEMOCRACY, Haiti
Jan 95	Jun 95	Chief of Staff, 10th Mountain Division (Light), Fort Drum, New York
Jun 95	Jul 96 ^{MG}	Executive Officer to the Chief of Staff, United States Army, Washington, DC
Jul 96	Sep 97	Commander, Joint Task Force for Full Accounting, United States Pacific Command, Camp H. M. Smith, Hawaii
Sep 97	Aug 98 ✓	Assistant Division Commander (Support), 25th Infantry Division (Light), Schofield Barracks, Hawaii
Aug 98	Mar 99 ✓	Assistant Division Commander (Operations), 25th Infantry Division (Light), Schofield Barracks, Hawaii
Mar 99	Aug 99 ✓ MG	Commanding General, 10th Mountain Division (Light), and Fort Drum, Fort Drum, New York
Aug 99	Mar 00	Commanding General, Multi-National Division (North) and OPERATION JOINT FORGE, Bosnia-Herzegovina
Mar 00	Aug 01	Commanding General, 10th Mountain Division (Light), and Fort Drum, Fort Drum, New York
Aug 01	Nov 02	Special Assistant to the Commanding General, United States Army Pacific Fort Shafter, Hawaii
Nov 02	Sep 04 ✓ LTC	Commanding General, United States Army Pacific, Fort Shafter, Hawaii

SUMMARY OF JOINT ASSIGNMENTS

	<u>Dates</u>	<u>Grade</u>
Commander, Joint Task Force for Full Accounting, United States Pacific Command, Camp H. M. Smith, Hawaii	Jul 96 - Sep 97	Brigadier General

Lieutenant General JAMES L. CAMPBELL

US DECORATIONS AND BADGES

Distinguished Service Medal
Defense Superior Service Medal (with Oak Leaf Cluster)
Legion of Merit (with 2 Oak Leaf Clusters)
Bronze Star Medal
Meritorious Service Medal (with 3 Oak Leaf Clusters)
Army Commendation Medal
Army Achievement Medal
Combat Infantryman Badge
Expert Infantryman Badge
Senior Parachutist Badge
Air Assault Badge
Army Staff Identification Badge

As of 26 October 2004

TAB D

DAHAC RECEPTION TEAMS

(28 October 2004)

I. Museum Team

**Colonel Doughty
Professor Lewis
Professor Linn
Colonel Dalessandro**

II. Field Programs & Historical Services

**Colonel Smith
Professor Spector
Mr. Raho
Mr. Lowell**

III. Production Services

**Professor Sumida
Dr. Stensvaag**

IV. Histories Division

**Professor Morrow
Professor Pennington
Professor Bergerud**

TAB E

U.S. ARMY CENTER OF MILITARY HISTORY



**DEPARTMENT OF THE ARMY
HISTORICAL ADVISORY COMMITTEE**



U.S. ARMY CENTER OF MILITARY HISTORY



U.S. ARMY CENTER OF MILITARY HISTORY



CIVILIAN MEMBERS

NAME

INSTITUTION

PUBLICATIONS

Dr. Jon T. Sumida (Chairman)	University of Maryland	<i>Inventing Grand Strategy and Teaching Command; In Defense of Naval Supremacy</i>
Dr. Russell F. Weigley	Temple University	<i>The American Way of War; Eisenhower's Lieutenants</i>
Dr. Reina Pennington	Norwich University	<i>Amazons to Fighter Pilots; Wings, Women and War</i>
Dr. Ronald Spector	George Washington University	<i>Eagle Against the Sun; At War, At Sea; Advice and Support</i>
Dr. John H. Morrow, Jr.	University of Georgia	<i>German Air Power in WW I</i>
Dr. Brian M. Linn	Texas A&M University	<i>The Philippine War; Guardians of Empire: U.S. Army and the Pacific, 1902-1940</i>
Dr. Eric M. Bergerud	Lincoln University	<i>Touched with Fire: The Ground War in the South Pacific; Red Thunder, Tropic Lightning</i>
Dr. Adrian R. Lewis	University of North Texas	<i>Omaha Beach: A Flawed Victory</i>

U.S. ARMY CENTER OF MILITARY HISTORY



EX OFFICIO MEMBERS

Mr. Howard Lowell

**Deputy Assistant Archivist
National Archives II**

BG Daniel J. Kaufman

**Dean of the Academic Board
U.S. Military Academy**

LTG John M. Le Moyne

**Deputy Chief of Staff for Personnel
(Archivist of the Army)**

LTG Anthony R. Jones

**Chief of Staff
U.S. Army Training and Doctrine Command**

COL Craig Madden

**Deputy Commandant
U.S. Army War College**

BG James T. Hirai

**Deputy Commandant
U.S. Army Command and General Staff College**

U.S. ARMY CENTER OF MILITARY HISTORY



INVITED ATTENDEES

COL Robert A. Doughty

**Professor and Head, Department of History
U.S. Military Academy**

COL Lawyn C. Edwards

**Director, Combat Studies Institute
U.S. Army Command and General Staff College**

COL Alan C. Cate

**Director, Military History Institute
U.S. Army War College**

Dr. James T. Stensvaag

**Chief Historian
U.S. Army Training and Doctrine Command**

Mr. Edward W. Arnold

**Deputy Director for Army Records
Human Resources Command**

COL Mark D. VanUs

**Chief, Technology and Information Management,
Deputy Chief of Staff for Personnel, G-1**

U.S. ARMY CENTER OF MILITARY HISTORY



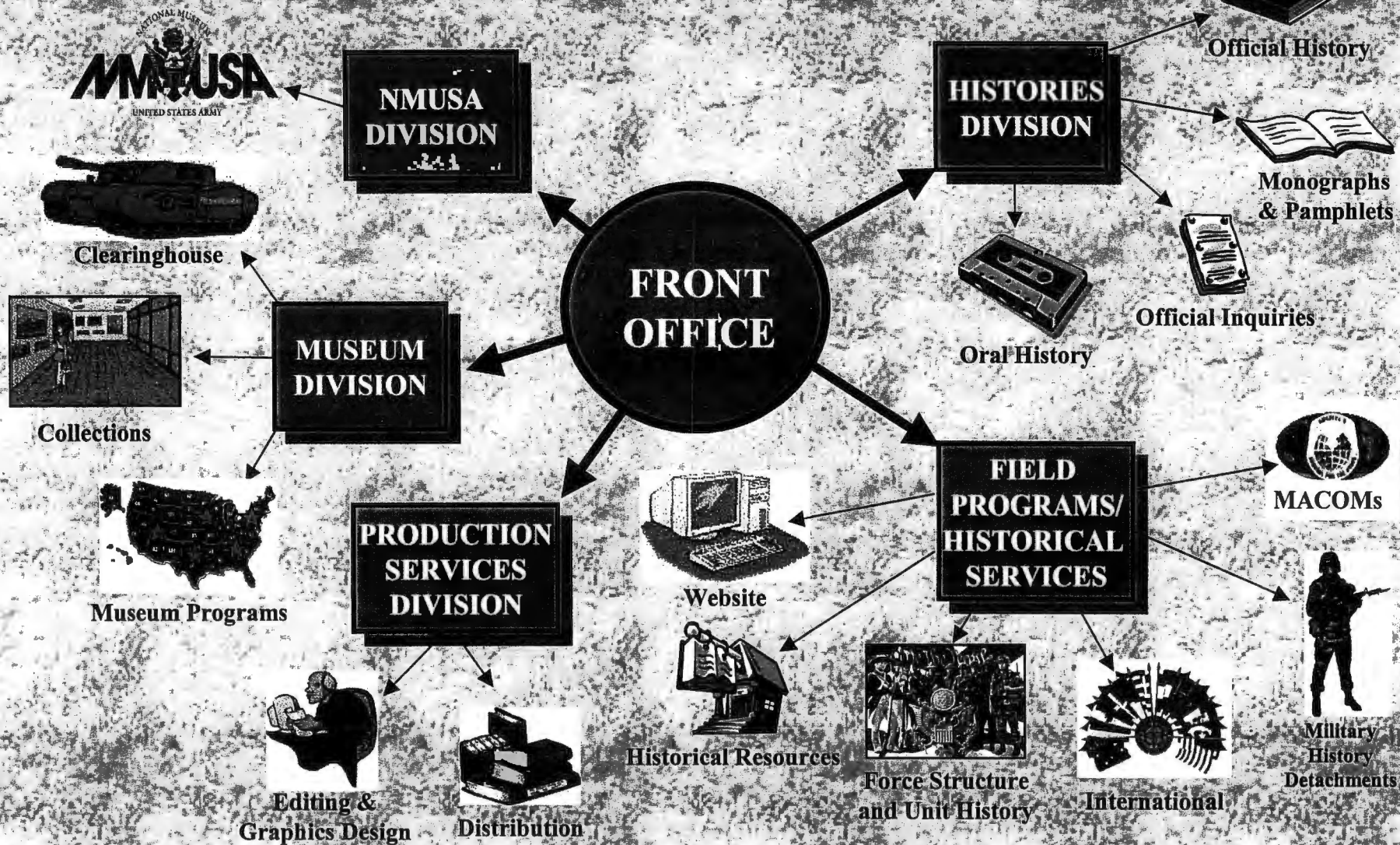
DAHAC Kudos

- ★ **Outsourcing Outcome**
- ★ **Pentagon Library Outcome**
- ★ **Army Historical Program, and Leadership**
- ★ **National Museum of the U.S. Army...thus far**
- ★ **Publications, and Distribution**

U.S. ARMY CENTER OF MILITARY HISTORY



ORGANIZATION AND INTERFACE



U.S. ARMY CENTER OF MILITARY HISTORY



DAHAC Conditional Kudos

★ **CSI Refurbishment**

★ **ROTC History Instruction**



U.S. ARMY CENTER OF MILITARY HISTORY



CSI Platform Instruction



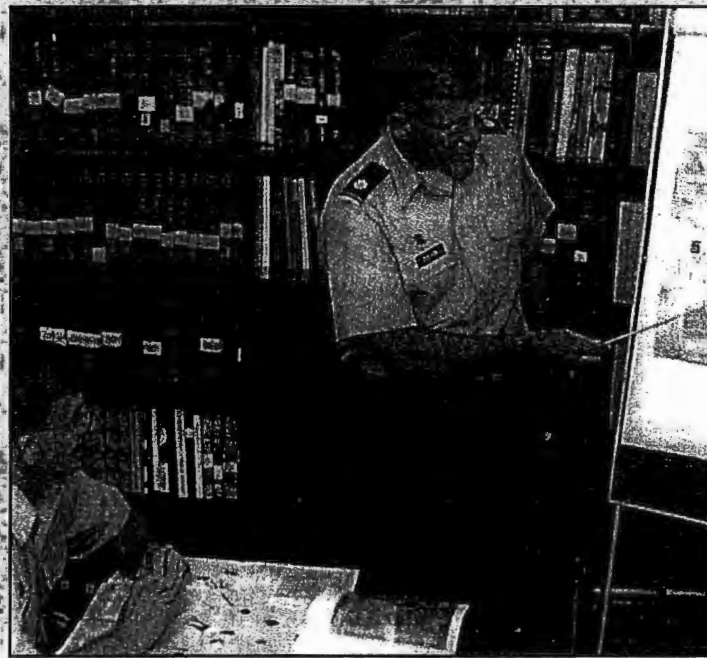
U.S. ARMY CENTER OF MILITARY HISTORY



ROTC History Instruction



VS.





DAHAC Concerns

- ★ **Conversion of Chief of Military History to Senior Executive Service**
- ★ **Active Duty Military History Detachments**
- ★ **Clerical Staffing**



COLLINS BOARD COMMENTS

Position, Chief of Military History

- 1. Active Duty Brigadier General (07)**
- 2. Retired Brigadier General (07) recalled to Active Duty**
- 3. Retired Brigadier General (07) serving in the SES**
- 4. Civilian SES**





DAHAC Recommendations:

- 1. Active Duty BG remains in TDA**
- 2. SES as Term Appointment**
- 3. Appointment IAW Collins Formula**
- 4. Return to Active Duty BG ASAP**

U.S. ARMY CENTER OF MILITARY HISTORY



DO NOT KLUGE SES'S

BG Brown



LTG Lennox



Dr. Clarke



COL Warner



BG Kaufman



BG Brooks

U.S. ARMY CENTER OF MILITARY HISTORY



RECORDS GENERATION (MHDs)



Deployed Since 9/11 = 20/25 MHDs (80%)
 (* indicates more than one deployment: NE, OEF, OIF)

U.S. ARMY CENTER OF MILITARY HISTORY



MHDs in Iraq



U.S. ARMY CENTER OF MILITARY HISTORY



THE RECORDS MANAGEMENT DELTA



Who is the Olivetti girl?

And why are people saying such terribly nice things about her.

The Olivetti girl is a secretary/typist who's been attracting lots of attention lately for her amazing performance on the typewriter. Because no matter how fast she types she rarely makes a mistake! Now, she may be prettier than other typists, but she's not necessarily any brainier. Then what makes an Olivetti girl such a phenomenal typist? Her brainy Olivetti Electric Typewriter, of course!

This typewriter can actually think for itself. Because it has a brain inside that makes the four most common typing mistakes absolutely impossible. No flying caps!

No improper spacing!
No shading or ghosting!
No crowding or galling!

That's why an Olivetti girl can really belt it out. And is sharper, looser, never uptight.

That's why an Olivetti girl has more fun.

And that is why people are saying such terribly nice things about her.

P.S. to Office Managers:

You never have to over-learn for an Olivetti Electric Typewriter! Because we have six different models, priced from \$265 to \$705, each matched to a specific secretarial work load.

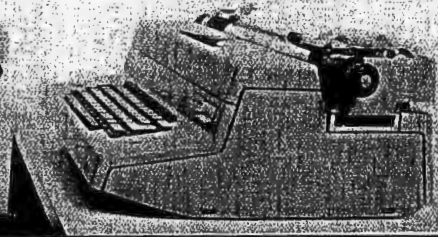
(Did you know that mismatched typewriters are costing American business millions of dollars a year?)

To get more information, see the Yellow Pages for the nearest Olivetti office.

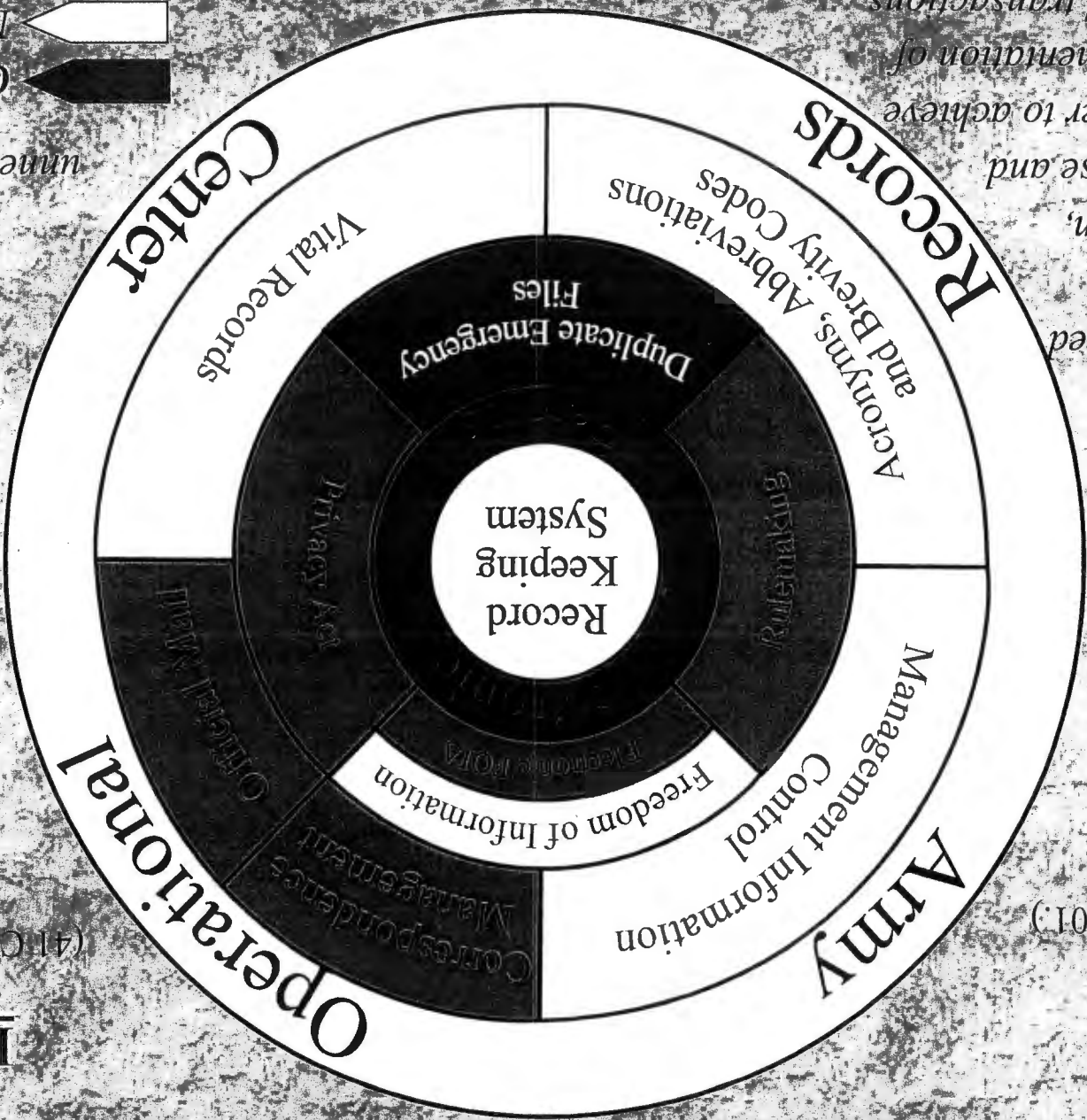
olivetti

The American Dream Machines.

office typewriters
portable typewriters
calculators
accounting machines
word processors
electronic filing systems
microcomputers
word processing systems
office copiers



ARMY INFORMATION WAREHOUSE



Program

(41 CFR part 101-11)

- Keep records and manage them effectively

- Limit information collections

- Minimize mailing costs

- Establish standards for correspondence & stationery

- Eliminate unnecessary reports

OK

Needs work

Broken


Process

(44 U.S.C. sec 2901)

"The planning, controlling, directing, organizing, training, promoting, and other managerial activities involved with respect to records creation, maintenance, use and disposal in order to achieve adequate documentation of the policies and transactions of the Federal government"

TAB F

COMBAT STUDIES INSTITUTE

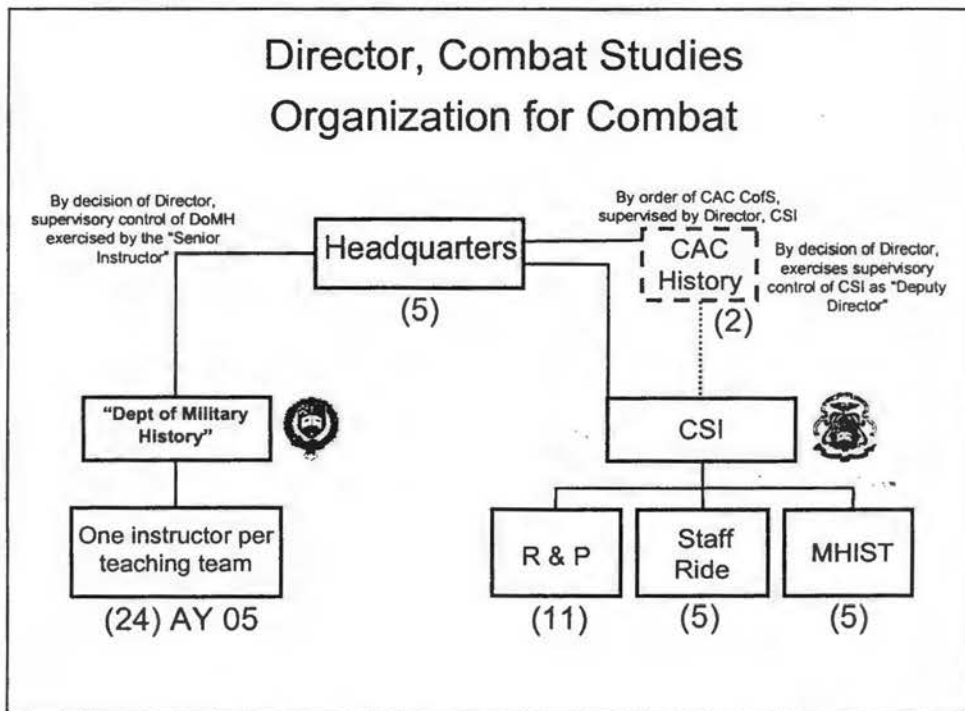


www.cgsc.army.mil/csi

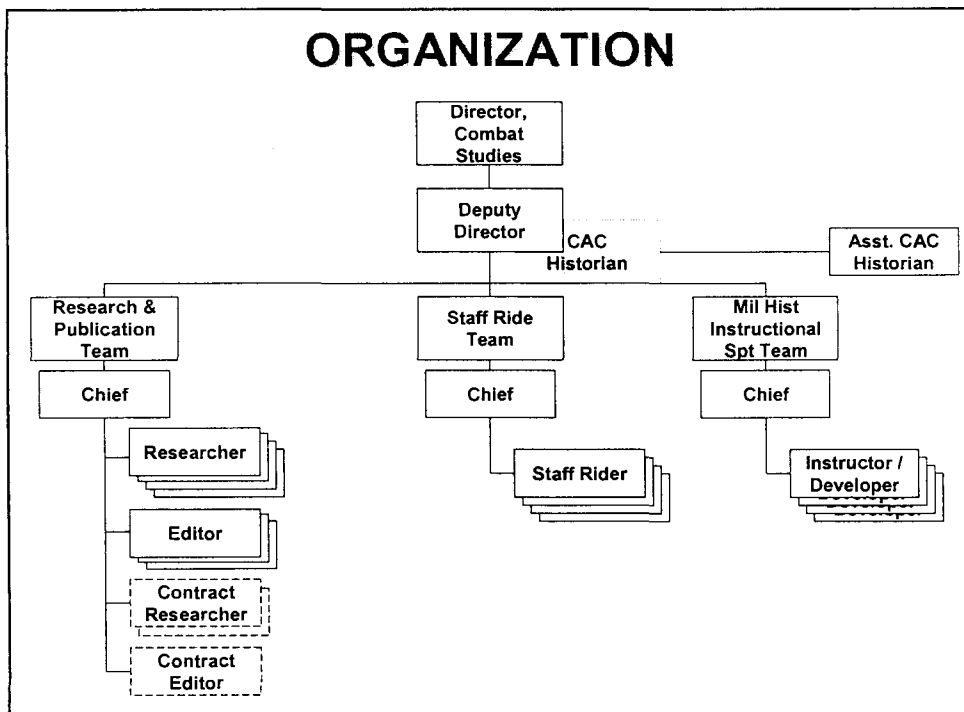
LTC Thomas T. Smith
 Director, Combat Studies
 U.S. Army Command and General Staff College
 Fort Leavenworth, KS 66027
 DSN:552-2810Comm: (913) 684-2810
 Thomas.Smith@leavenworth.army.mil

The Past is Prologue

1



ORGANIZATION



MISSION

- Prescribed by TRADOC Charter
 - Conduct original, interpretive research on historical topics pertinent to the current doctrinal concerns of the United States Army in accordance with priorities established by the Commander, United States Army Training and Doctrine Command, and to publish the results of such research in a variety of useful formats.
 - Develop and perform staff rides for TRADOC organizations and the U.S. Army at large, as well as provide information and guidance to U.S. Army units and agencies on how to conduct staff rides.
 - Act as the proponent agency for implementation, maintenance, and coordination of an integrated progressive program of military history instruction in the United States Army Training and Doctrine Command service school system. Assist Headquarters, TRADOC in developing and maintaining such a program.

Research & Publications (R & P) WHAT WE DO

- Conduct research in primary, including archival, and secondary sources
- Write papers, monographs, and books
- Publish products written by both internal and external personnel
- Market and distribute our products across the Army and wider field
- Turn selected written products into article-length for *Military Review* and other publications
- Plan, coordinate, and execute the annual TRADOC / CSI Military Symposium

Research & Publications (R & P) TWO YEARS OF ACCOMPLISHMENTS

- Publications:
 - *On Point: The US Army in Operation Iraqi Freedom*
 - *Weapon of Choice: ARSOF in Afghanistan*
 - *My Clan Against the World (Somalia)*
 - *Block by Block: Challenges of Urban Terrain*
 - *The Brigade: A History*
 - *Moving the Enemy: Operational Art in PLA's Hua Hai Campaign*
 - *Asymmetrical Warfare*
 - *Korean War Anthology (2 items)*
 - *Combat Multipliers: African-American Soldiers in Four Wars*
 - *Judge Advocates in Vietnam, 1959-1975*
 - *Corps of Discovery Staff Ride Handbook (Lewis & Clark)*
- Executed two TRADOC / CSI Military Symposiums and preparing to plan and coordinate a third

R & P CURRENT PROJECTS

Dr. Yates	Cultural Awareness in the US Military US Military Planning for Phase IV in Iraq
LTC Vlasak	Logistics Management to Sustain Campaigns Logistical Challenges in Rapid Forward Movements
Mr. McGrath	Battle Command on the Move Decision Making During Execution
Mr. Gott	Lessons from Constabulary Models for Post-war Stabilization / Insurgency Scenarios Small Unit Leadership in an Asymmetric Environment
Mr. Cavaleri	Transition From Combat to Stability Operations Evolution and Employment of Attack Helicopters
Mr. Gebhardt	US Army Detainee Doctrine and Experience Evolution of Laws of War in Asymmetrical Environment
Dr. Bjorge	Rear Area Security on the Non-Contiguous Battlefield
Dr. Wright	Training Indigenous Forces
Dr. Bielakowski	Reconnaissance Units: Means and Ends
Ms. Kidwell	Analysis of Employing Military Contractors
Dr. Fischer	SOF / Conventional Integration
Mr. Kalic	Non-state Actors in the GWOT

Conducted 2nd Annual TRADOC/CSI Military Symposium, 14-16 Sep

Staff Ride WHAT WE DO

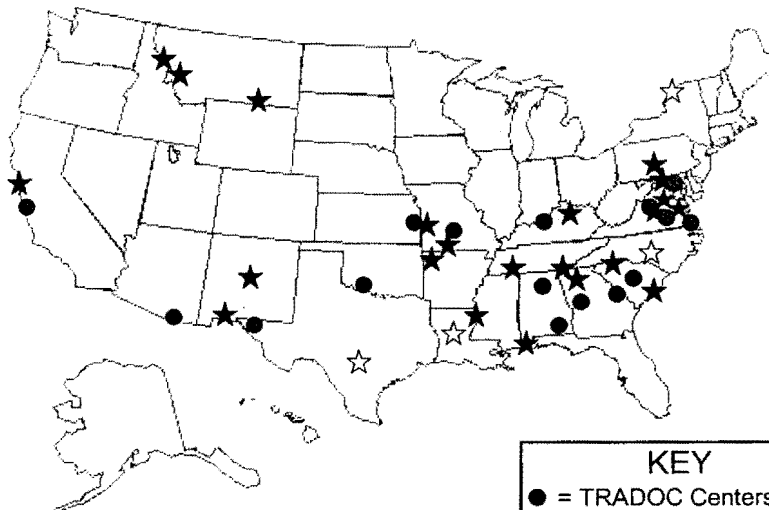
- Staff Ride
 - Develop and perform staff rides for TRADOC organizations and the US Army at large, as well as provide information and guidance to US Army units and agencies on how to conduct staff rides.
 - Develop and perform staff rides for CGSC, specifically:
 - A655 Chickamauga
 - A660 Gettysburg for IOs
 - A658 Sioux Wars
 - A633 Operation Iraqi Freedom Virtual Staff Ride
 - Vicksburg for SAMS
 - Research and write staff ride handbooks for publication by the CSI Press for use by US Army units and agencies.
 - Provide limited mail-outs to US Army units and agencies, e.g. read-ahead materials, existing handbooks, and walkbooks

Staff Ride TWO YEARS OF ACCOMPLISHMENTS

- Staff Ride Team

- Staff Rides Conducted: 35
- New Staff Rides Created: **Bentonville, Normandy, Pearl Harbor, Harbor Defenses of San Francisco, Shenandoah Valley, Lewis and Clark, Columbus 1916, Mobile**
- Rebuilt/Revised Staff Rides: **Chickamauga, Sioux Wars, Vicksburg, Fredericksburg/Chancellorsville, Charleston, Westport, Yorktown, Peninsula, Antietam, Petersburg, Shiloh**
- Staff Ride Handbooks: **Lewis and Clark, Shiloh**
- Assistance Queries: @ 260

Staff Ride Team STAFF RIDE SUPPORT TO TRADOC



KEY

- = TRADOC Centers/Schools
- ★ = Current CSI Staff Rides
- ☆ = Developing CSI Staff Rides

STAFF RIDE CURRENT ACTIVITIES

- Staff Ride Team
 - New Staff Rides in Development:
 - Operation Iraqi Freedom Virtual Staff Ride (for CGSC)
 - Honey Springs (for FACCC, FAS)
 - Red River Campaign
 - Mine Creek
 - Defenses of Washington DC
 - Nez Perce
 - Staff Ride Revisions: **1864 Overland, Sioux Wars**
 - Staff Ride Handbooks in Progress: **1864 Overland, Red River, Pearl Harbor, Bentonville, Columbus**

Military History Instructional Support Team (MHIST)

WHAT WE DO

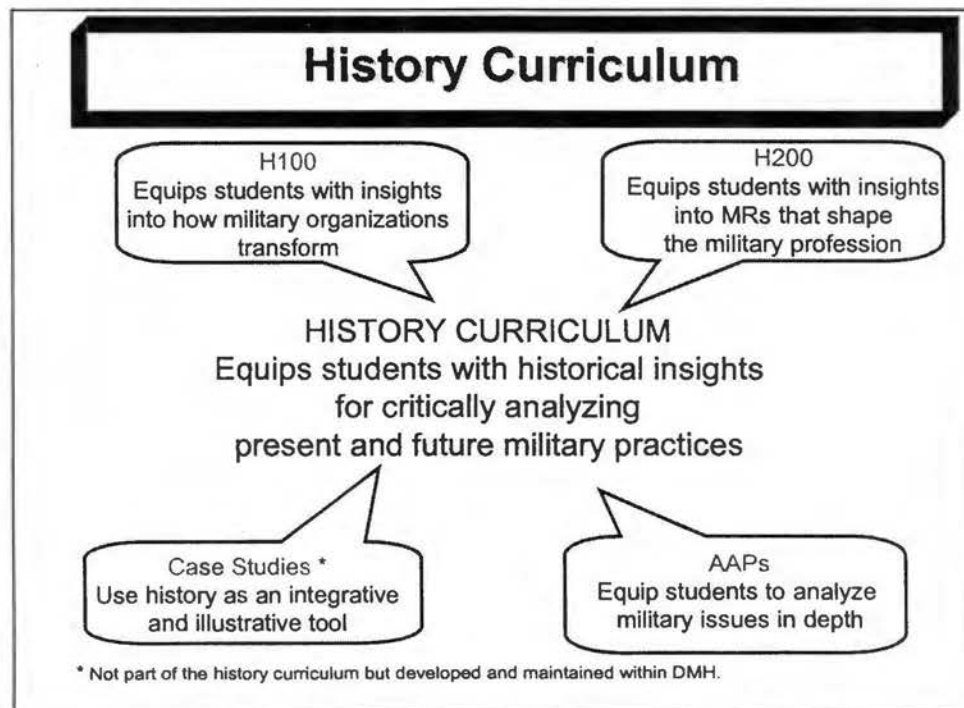
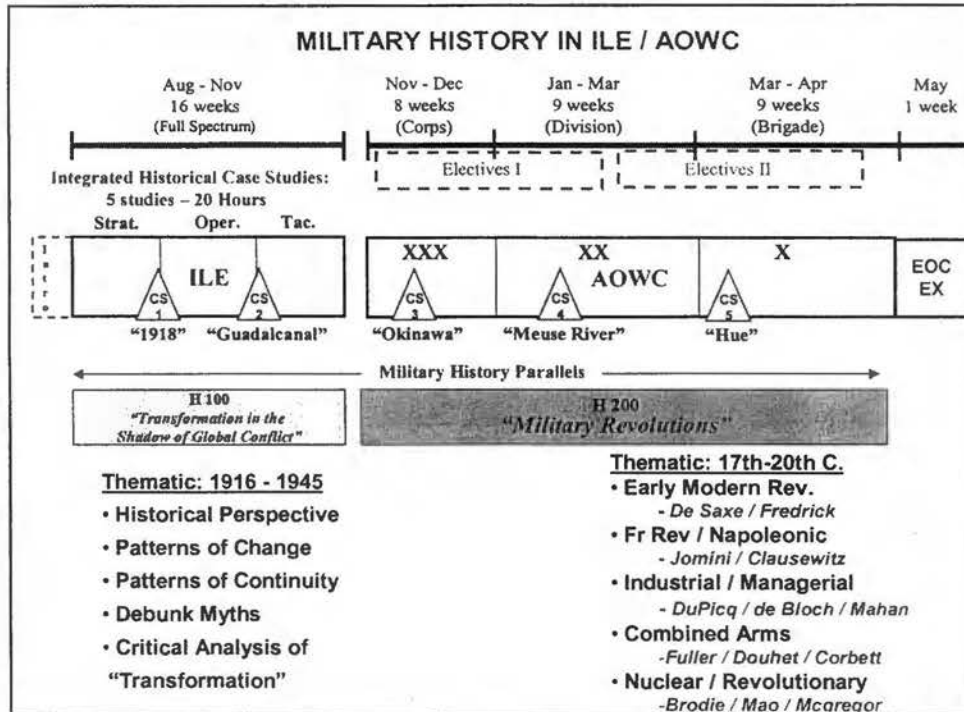
- Teach
 - Military Hist Instructors Course (MHIC) (POI, TSPs, Role and Use of Mil History, Pedagogical methods with focus on history)
- Develop Curriculum
 - Basic Officer Ldrs Crs II
 - CPT Career Crs
 - Assist NCOES
 - USASMA
 - PLDC
 - Assist WOCC
 - WOCS
 - WOSC
- Administer
 - MMAS
 - 5X Program
 - CSI Web
 - CGSOC "S" Course History POC

MHIST TWO YEARS OF ACCOMPLISHMENTS

- Assumed responsibility for MHIC
 - Revamped Precommissioning MHIC POI to match TSP
 - Conducted 4 Precommissioning MHICs
 - Conducted 2 USASMA MHICs
 - Conducted 8 RC ILE MHICs
- Assumed responsibility for administering the MMAS (History) program
 - Established and taught new POI
 - Designed and conducted DL Field Historian Course (5X)
- Earned solid reputation within TRADOC
 - Key member of TRADOC History Certification Program (9 Certification visits)
 - Represented TRADOC History interests on CPT OES Transformation Team
 - Designed portion of BOLC II History POI
 - Called on to assist WOCC and NCOES improve history education

MHIST CURRENT ACTIVITIES

- Administering MMAS (History) Program
 - Counseling and enrolling students
 - Forming and monitoring Thesis Committees
 - Teaching A211, A221, A231, A625
- MHIC
 - Preparing for Precommissioning MHIC (Jan 05)
 - Preparing for USASMA MHIC (Staff Ride only)
 - Preparing RC ILE MHIC video
- Program Development
 - WOCC
 - Assisting in WOCS development
 - Assisting in integrating ILE S Course into WOSC
 - USASMA
 - GS-11 Term
 - Providing lesson materials
- Research
 - Dr. Wright (Training Indigenous Forces)
 - BOLC & CCC IMH POI



TAB G



Army Heritage and Education Center



“Telling the Army Story – One Soldier at a Time”



Army Heritage and Education Center



Mission

Tell the US Army's Story by Acquiring, Preserving, Organizing, Displaying, and Providing Access to Materials Relevant to the Army's History in Order to Educate a Broad Spectrum of Audiences on the Army's Contributions to the Nation in Peace and War.

Supports USAWC Education, Research, and Strategic Communications Functions

Component of National Museum of US Army

"Telling the Army Story – One Soldier at a Time"



Army Heritage and Education Center



What We Do

- Acquire & Preserve Documents and Artifacts
- Answer Media Inquiries
- Support AWC, DA, DOD Official Research
- Support Scholar, Student, Public Research
- Conduct Oral History Program: Senior Leaders and Division Commander Lessons Learned
- Support Educational Outreach
- Provide History Faculty to USAWC
- Maintain the Omar N. Bradley Museum

“Telling the Army Story – One Soldier at a Time”



Army Heritage and Education Center



What We Have

11,000,000 Manuscript Pages
500 Collections of GO Papers
* Shinseki, Reimer, Sullivan, Vuono
* Bradley, Ridgway, Gavin, Abrams
600 Oral Histories
29,000 Veterans Survey Items
1,250,000 Photographs
1,200,000 Classified Documents
325,000 Books
250,000 Military Publications
60,000 Periodicals
38,000 Artifacts
16,000 Maps
14,000,000 Items!

“Telling the Army Story – One Soldier at a Time”



Army Heritage and Education Center



Where We're Going

5 - Army Heritage Museum:

- \$34 million
- 30-50,000 Square Feet
- Goal: Complete FY07/FY08

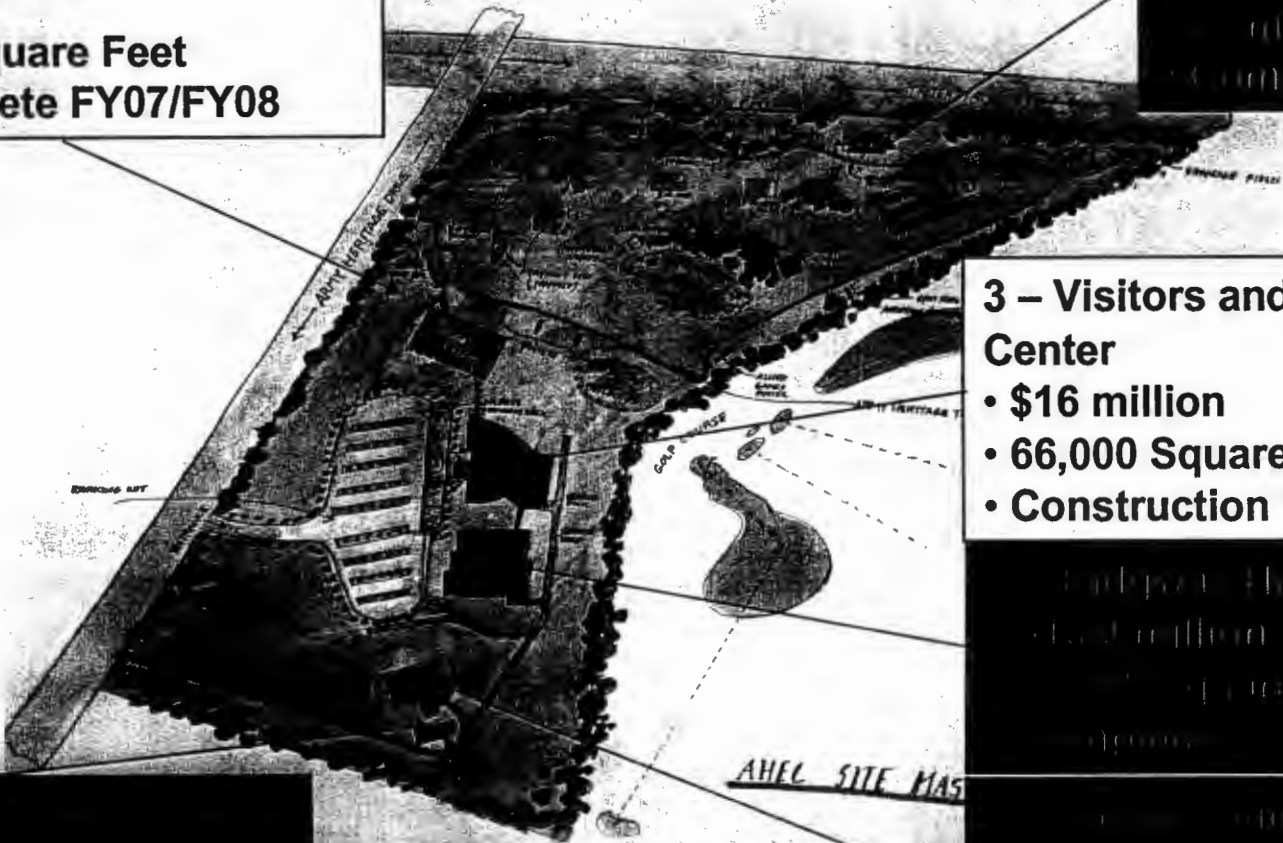
Army Heritage Museum
 \$34 million
 30-50,000 sq ft
 Complete FY07/FY08

3 - Visitors and Education Center

- \$16 million
- 66,000 Square Feet
- Construction FY05

Visitors and Education Center
 \$16 million
 66,000 sq ft
 Construction FY05

Army Heritage and Education Center
 \$50 million (FY07-FY10)
 100,000 sq ft
 Complete FY10





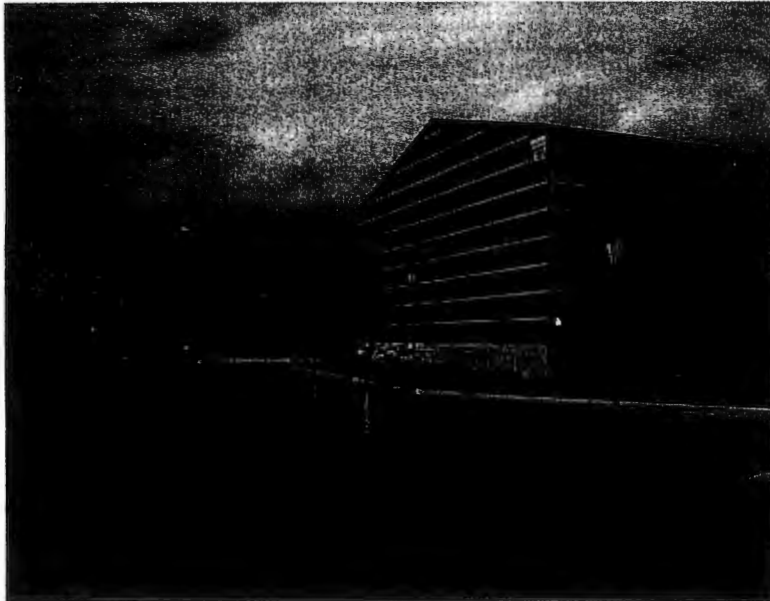
Army Heritage and Education Center

Military History Institute



MISSION

Preserve the Army's history and ensure access to historical research materials.



VISION

USAMHI serves as the primary research facility for the historical study of the U.S. Army in order to foster a greater understanding of the Army's role in our nation's history and in its future.

"Telling the Army Story – One Soldier at a Time"

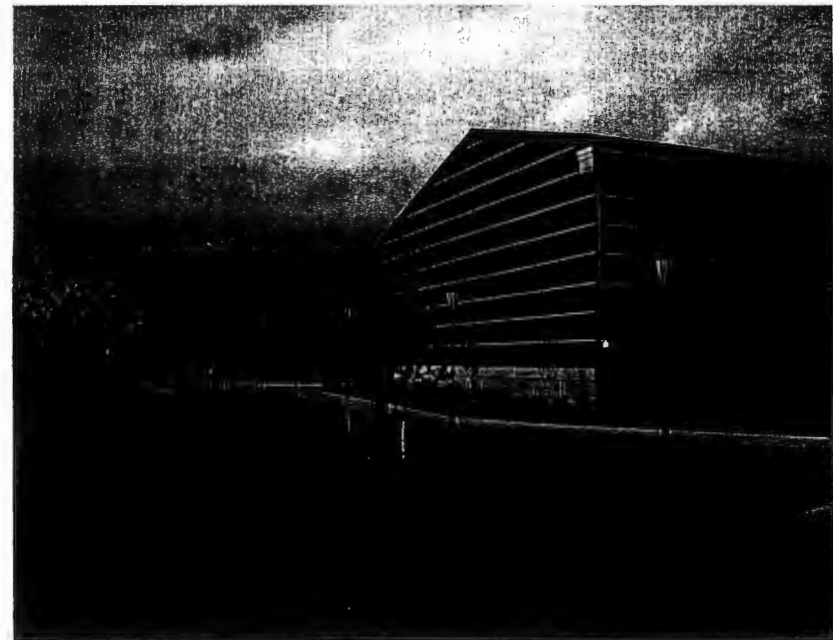


Army Heritage and Education Center



New Facilities

- **Purpose Designed & Built**
- **State of the Art**
- **Preserve, Restore, Maintain**
- **Environmentally Controlled**



“Telling the Army Story – One Soldier at a Time”



Army Heritage and Education Center



Conclusion

- **Public Face of Army History**



- **Important to Army's Strategic Communications**

"Telling the Army Story – One Soldier at a Time"



Army Heritage and Education Center




Army Heritage Museum

The United States Army Heritage Museum (AHM), in support of the United States Army Heritage and Education Center, acquires, preserves, exhibits and interprets the artifacts of the United States Army and the men and women who served that Army at home and abroad. Through exhibits and interpretation, the AHM educates the American soldier and the general public about United States Army History.

“Telling the Army Story – One Soldier at a Time”

TAB H

NATIONAL MUSEUM



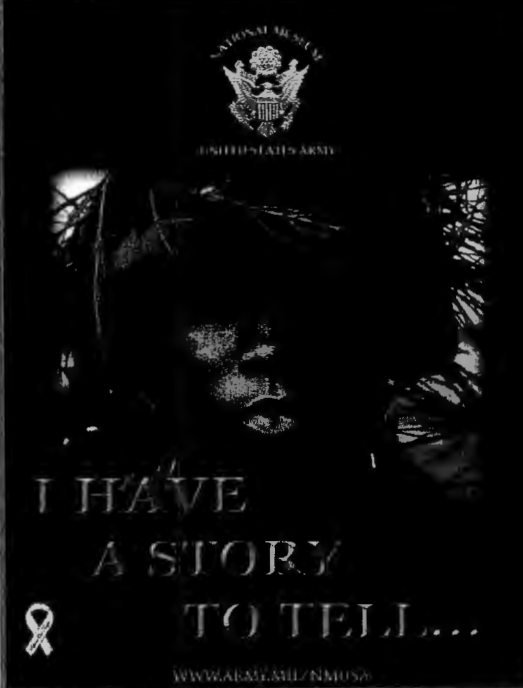

NM USA

UNITED STATES ARMY


████████████████████

Overview Briefing

████████████████████




NATIONAL MUSEUM



UNITED STATES ARMY

I HAVE
A STORY
TO TELL...



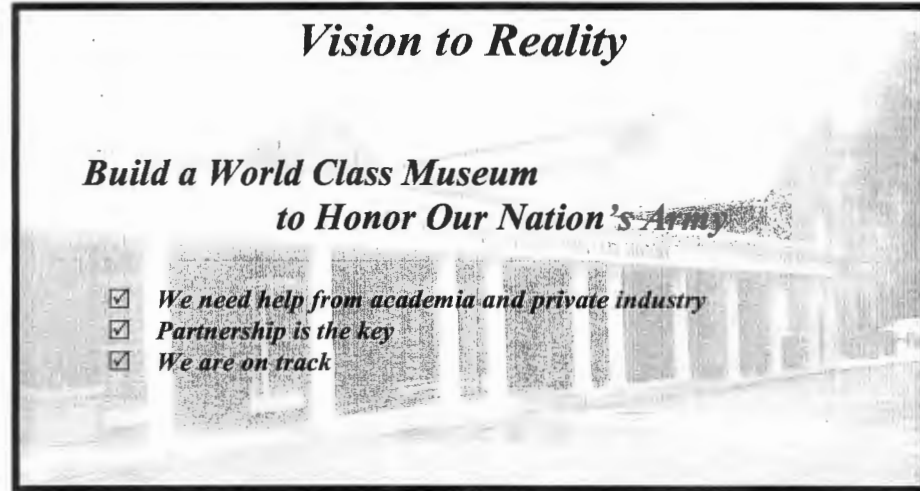
WWW.ARMYMIL/NMUSE



Vision to Reality

*Build a World Class Museum
to Honor Our Nation's Army*

- We need help from academia and private industry*
- Partnership is the key*
- We are on track*



Core Theme for NMUSA

*Service & Sacrifice:
America's Army*

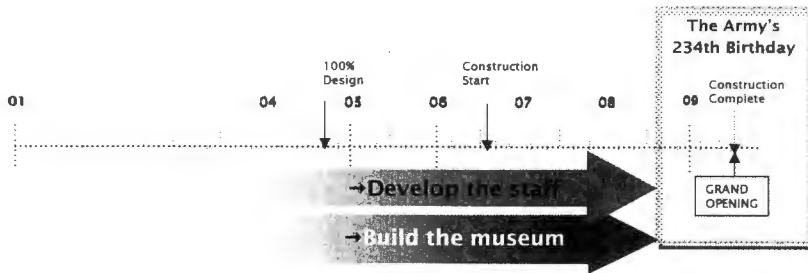
NMUSA Vision

- *Honor Service*
- *Educate Americans*
- *Inspire Soldiers*
- *Preserve the Legacy*
- *Capstone the Army Museum System*

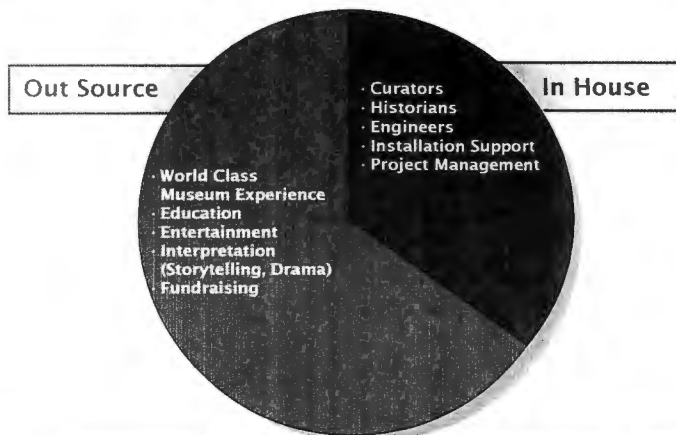




Timeline Concept to Production



Our Game Plan *Recognize "Not business as usual"*





Our Game Plan ***Benchmark world-class museums and organizations***

- UK Museums: Royal Armouries Museum; Tower of London; Imperial War Museum, London, Duxford and Manchester; National Army Museum, Chelsea; Scottish War Memorial***
- Australian Museums: Australian War Memorial, Canberra; Powerhouse Museum, Sydney***
- TePapa, Wellington New Zealand***
- U.S. Museums included: Smithsonian, First Division Museum, Cantigny; Frazier Arms Museum; Texas State History Museum***
- Other Organizations: Disney, Universal Studios, Hollywood, Institute of Creative Technologies, PEO-STRI***



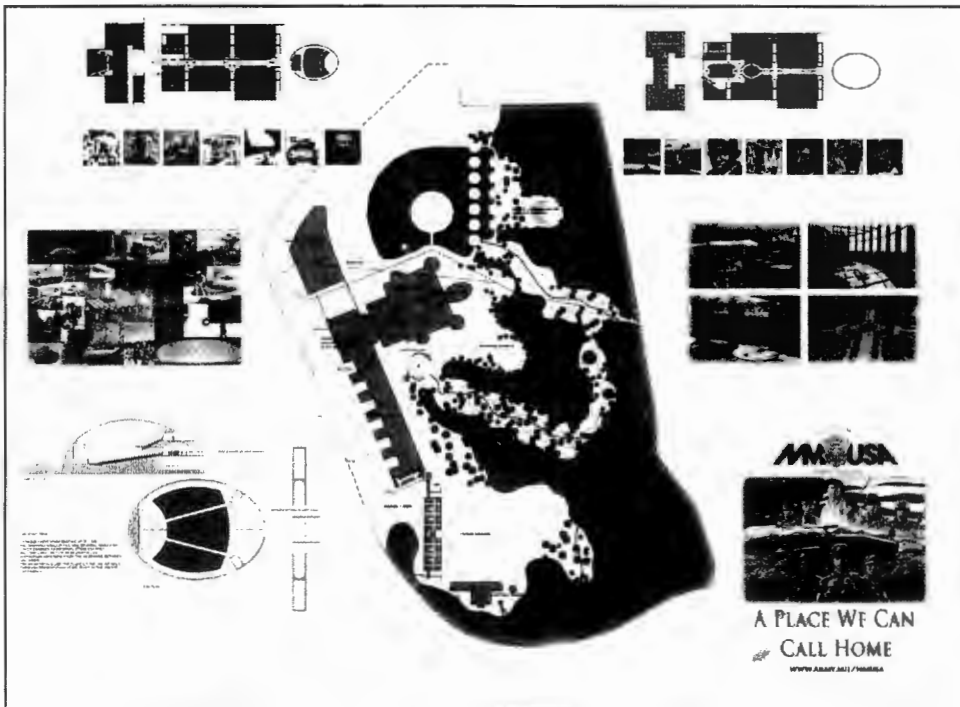
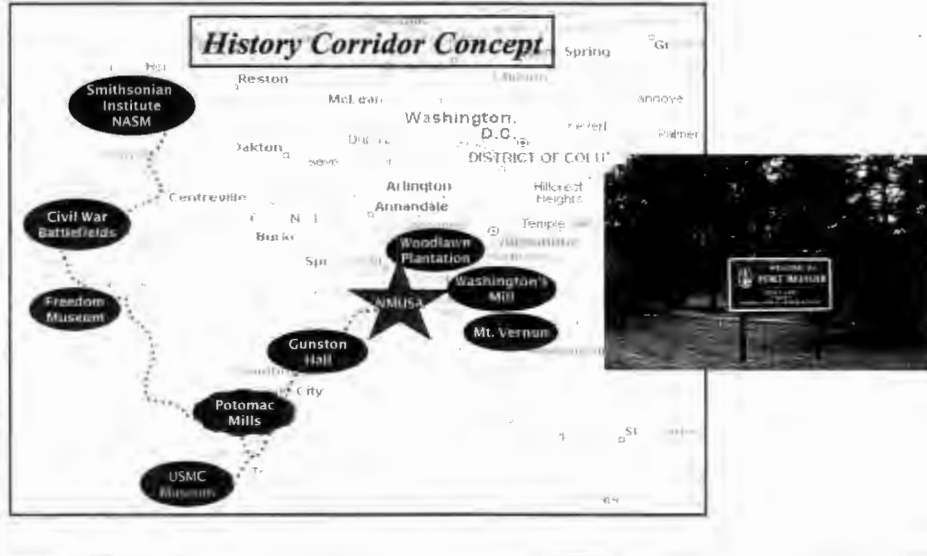
Progress to Date

- Briefed Army Leadership
- Conducted activation ceremony
- Established Ft Belvoir Office
- Initiated the design and creative development
- Built strategic partnerships (private sector/academia)
- Garnered political support
- Developed congressional legislation for
 - Fundraising
 - Funding and operating authority
- Implemented Student Development and Mentoring Program
- Developed NMUSA Historical Interpretation Cell
- Implemented Oral History Program
- Developed "History Corridor Concept"
- ★ Selected Design Architect (Skidmore, Owings & Merrill)





Great Location





SALVO



NMUSA PROGRAMS

1st Tier: Essential Aspects of NMUSA Mission

- Education Programs
- Interpretation Programs
- Veterans Program
- Virtual NMUSA/Web Program
- Film, Lecture, and Virtual 4-D Program
- Research and Oral History Program



2nd Tier: Important Elements of the NMUSA Vision

- Volunteer/docent Program



3rd Tier: Elements of NMUSA Vision

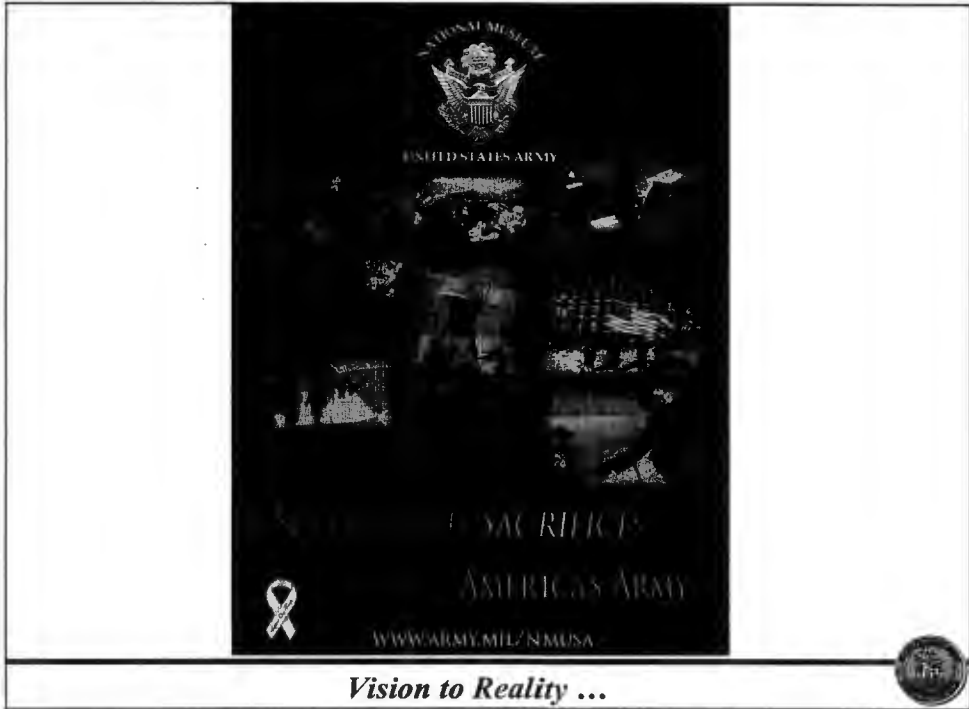
- NMUSA Kids Program



Other Elements of NMUSA Vision:

- Publication Program
- Membership/friends Program
- Outdoor Activities Program





Vision to Reality ...

TAB I

Dissertation Year Fellowship Applicants 2004-2005

Blackstone, Robert C. "Defining Duty: The Fighting Soldier and the Ideology of War, 1941-1945" (University of Kansas)

Borowski, Lisa M. "Representations of the Armed Forces in American Popular Culture, 1945-1970" (Kansas State University)

Browning, Judkin J. "Wearing the Mask of Nationality Lightly": The Myriad Effects of Union Military Occupation during the Civil War" (University of Georgia)

Budreau, Lisa M. "Repatriation, Remembrance and Return: The Politics of American Commemoration in the Aftermath of the First World War, 1919-1933" (St. Anthony's College, Oxford University)

Casserly, Brian G. "Landscapes of Security": The Evolution of Civic-Military Relations in the Puget Sound Region, 1890-1990" (University of Washington)

Clark, James Lin. "Time Ghost: An Exploratory Study of Emergent Leadership Phenomena in the Infantry Battles of Normandy on June 6, 1944" (Defense Academy of the United Kingdom, Cranfield University)

Conner, Robin S. "Civilizing Soldiers: Gender and Domesticity in the Western Army, 1865-1989" (Emory University)

D'Avila, Carlos E. "The Mustard Seed in Montana: Father Eli W. J. Lindesmith and the Spirit of Order and Progress in the American West, 1880-1891" (The Catholic University of America)

DeGruccio, Michael E. "Saving the Union: Gender, Marriage, and Military in the American Civil War" (University of Notre Dame)

Gaudet, Chad R. "Three Nations at Dawn: Comparative analysis of the British, French, and German [armies] during World War I" (Bowling Green State)

Kautt, William H. "Logistics in the Irish War of Independence, 1919-1921: How the IRA Attacked Crown Lines of Communications while Creating and Preserving their Own" (University of Ulster at Jordanstown)

Lew, Christopher R. "Becoming God(s): CCP Strategy and Policy during the War of Liberation (1945-1949)" (University of Pennsylvania)

Loss, Christopher P. "Between Bureaucracy and Democracy: Psychology and the Transformation of American Higher Education from World War I to the Cold War" (University of Virginia)

McCaul, Edward Baldwin, Jr. "Military Need, Technical Availability, Industrial Capability: The Evolution of the Artillery Fuse during the American Civil War" (Ohio State University)

Samito, Christian G. "Proof of Loyalty: Military Service, Justice and Citizenship in the Civil War Era" (Boston College)

Sodergren, Steven E. "The Lesser Evil: Union Soldiers' Adaptation to Combat Conditions in the Petersburg Campaign" (University of Kansas)

Varney, Francis P. "The Men Grant Didn't Trust: An Examination of the Careers of William S. Rosecrans, Joseph Hooker, and Gouverneur K. Warren, and their Relationships with Ulysses S. Grant" (Cornell University)

Vuic, Kara D. "Officer. Nurse. Woman:" Shifting Definitions of Gender and American Military Nurses in the Vietnam War" (Indiana University)

Young, Duane C. "Stewards of the Chalice? The US Army's Infantry Branch, the Tank, and Mechanization, 1920-1940" (Royal Military College of Science, Cranfield University)

TAB J



NARA RM Updates

Howard P. Lowell
Deputy Assistant Director for Records Services,
Washington, DC

The National Archives and Records Administration Mission

"The National Archives is a public trust on which our democracy depends. It enables people to inspect for themselves the record of what government has done. It enables officials and agencies to review their actions and helps citizens hold them accountable. It ensures continuing access to essential evidence that documents:

- the rights of American citizens
- the actions of Federal officials
- the national experience"

2

NARA Strategic Goals

- Goal One: Essential Evidence
- Goal Two: Electronic Records
- Goal Three: Ready Access
- Goal Four: Space and Preservation
- Goal Five: Infrastructure

3

Overview

- Electronic Records Archives
- eGovernment Initiatives
 - Electronic Records Policy Working Group
- Records Center Program
- Records Management Initiatives
 - NARA-RM



4

Electronic Records Archives

ERA's Vision Statement

"ERA will **authentically preserve and provide access to any kind of electronic record**, free from dependency on any specific hardware or software, enabling NARA to carry out its mission into the future."

John W. Carlin, Archivist of the United States

ERA

What will ERA do?

- Support the collection, integration, and sharing of information about records.
- Support the workflow associated with business processes.
- Interoperate with other systems.
- Maintain a complete audit trail.
- Accommodate substantial growth in volume & variety.
- Protect the system and the records with state-of-the-art security.

ERA

The ERA Program

Where are we now?

- Release of RFP – 12/03
- Awarded Two Design Contracts – 3rd Qtr. FY04
 - Lockheed-Martin
 - Harris Corporation
- Select a Single Developer – 3rd Qtr. FY05
- Initial Operating Capability – FY 2007
- Five Increments w/ Multiple Releases
- Full Operating Capability - 2011

ERA

Electronic Records Archives

Virtual Archives Laboratory

- Joint partnership to design and test architecture
 - San Diego Super Computer Center (SDSC)
 - University of Maryland Institute for Advanced Computer Studies (UMIACS)
- Product testing: "Archivist's Workbench"
 - Prototype system setup at NARA, SCSC, UMIACS
 - Phase 1 includes several terabytes of data collections

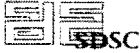
ERA

Keys to Success



National
Science
Foundation

NASA




San Diego Super Computer



IEEE

Army Research
Laboratory

Defense Advanced Research Projects Agency 

The Library of Congress

DIGITAL LIBRARY
FEDERATION

9

Electronic Records Archives

? Questions

- 301-837-0740
- ERA.Program@nara.gov

? Acquisition questions

- ERA.Acquisition@nara.gov

? Website

www.archives.gov/electronic_records_archives



eRecord Policy Working Group

- One of 3 working groups under the Inter-Agency Committee on Government Information implementing the eGovernment Act of 2002
- TARGET: improved policies and procedures for effective ERM of "government information on the internet and other electronic records"
- GOAL: recommendations to the Archivist and OMB Director by 12/17/2004 with timetable for adoption



ERM eGov (FY '04)

- Issue Area #4 – Transfer of Permanent E-records to NARA
 - Lead: NARA (Modern Records Programs)
 - Activity
 - Transfer guidance issued
 - Digital Photography (Issued 11/12/03)
 - GIS (Issued 4/9/04)
 - Web pages (Due 9/30/04)



ERM/eGov/ERPWG

? Questions

- Mark Giguere
- 301-837-1744
- mark.giguere@nara.gov

- Nancy Allard
- 301-837-1477
- nancy.allard@nara.gov

? Website

www.archives.gov/records_management_initiatives/erm_overview.htm
www.cio.gov/documents/ICGI.html



Records Center Program (RCP)

- Since 1934, NARA has provided records management support to Federal agencies
 - the first records center opened in 1950
 - national network now includes 17 facilities servicing 23 million boxes
 - RCP is in its fifth year as a revolving fund
- Stats for FY 2003
 - received 1.5 million cubic feet of transfers
 - disposed of 657,000 cubic feet of records
 - filled 10.5 million reference requests



Records Center Program (RCP)

- Progress toward 2009 standards compliance for facilities
- Opened new facilities
 - Dayton, Ohio
 - Lenexa, Kansas
- Broke ground for new facilities
 - Atlanta, Georgia
 - Riverside County, California



Records Center Program (RCP)

- Expanded records center services
 - E-records storage and servicing
 - SmartScan
 - MetroCounter
 - Electronic forms submission
- Records Center Program Operating System (RCPOS)
 - will replace CIPS and NARS-5
 - fully web enabled
 - more flexible platform



Records Center Program (RCP)

? Questions

- David Weinberg
- 301-837-3115
- david.weinberg@nara.gov

? Website

www.archives.gov/records_center_programs/index.html



Records Management Initiative Where we started

- SRA International report (December 2001)
- Proposal for a Redesign of Federal Records Management (July 2002)
- NARA's Strategic Directions for Federal Records Management (July 2003)



RMI Goals

in partnership with our stakeholders, to ensure that:

- Federal agencies can economically and effectively create and manage records necessary to meet business needs,
- records are kept long enough to protect rights and assure accountability, and
- records of archival value are preserved and made available for future generations.

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Nine Strategies

1. Mutually supporting relationships with agencies that advance agency missions and effective records management.
2. Demonstrate that effective records management adds value to business processes.
3. There is no one level to which records must be managed.
4. Agencies may choose a variety of means to manage their records.

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Nine Strategies

5. NARA will focus on trustworthy records and concepts in ISO 15489 (Records Management).
 - Authenticity
 - Reliability
 - Integrity
 - Usability
6. NARA will focus on accountability, protection of rights, and documentation of national experience.

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Nine Strategies

7. NARA will prioritize based on rights and accountability; archival value; and risk to records.
8. NARA will partner with other agencies to develop, adapt, or adopt products and practices that support good records management.
9. NARA will provide leadership, in partnership with other key stakeholders, to focus agency attention on electronic records needs.

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25 Tactics

to Carry Out Strategies and Achieve Records Management Goals

- **Communications**
- **Guidance and Training**
- **Assistance to Agencies**
- **Oversight**
- **Business Process Reengineering**
- **Planning and Evaluation**
- **Records Management Tools**
- **Scheduling and Appraisal**
- **Records Center and Archival Activities**



Integrated Records Management

- NWM leads joint NR/NW team effort
- Formally established in October 2003
- FY 2005 goals and expectations defined in June 2004
 - links to NARA Strategic Goals 1 and 2
 - links to Strategic Directions goals, strategies, and tactics
- FY 2005 priorities in four areas:
 - training and outreach activities
 - establishing capability to assist agencies with business process analysis and future e-systems development
 - records scheduling and appraisal, emphasizing e-records
 - staff training and development





- Major progress has been made in each of the 9 strategies
- Many of the 25, 26 tactics are in the implementation stage
- The NR and NW Integrated Records Management efforts will further our partnerships with stakeholders, especially Federal agencies
- We are firmly on a path to success

25

Records Management Initiatives

? Questions

- Susan Cummings
 - 301-837-1636
- Paul Wester
 - 301-837-3120
- RM.Communications@nara.gov

? Website

www.archives.gov/records_management/initiatives



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Questions?



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NARA's Strategic Directions for Federal Records Management: Status Report

September 20, 2004

Executive Summary

Last year, on July 31, 2003, the National Archives and Records Administration (NARA) issued *Strategic Directions for Federal Records Management*. In that document we set out our goals, strategies, and tactics for redesigning Federal records management. Since that time we have made dramatic progress.

- We established an integrated National Records Management Program that will deliver coordinated services to agencies across the country and that will support both national and local priorities to meet agency needs at headquarters and in field operations.
- We are leading the Electronic Records Policy Working Group (ERPWG), part of the Interagency Committee on Government Information. This group will develop policy recommendations to NARA and the Office of Management and Budget (OMB) to ensure more effective management of Government information on the Internet and for electronic records generally.
- We promoted the benefits of effective records management to support agencies' mission and business needs through numerous high-visibility interactions with agency officials and through other promotional activities.
- We have redesigned the content and format of our records management training program to help agency records professionals meet the challenges of technological change. We have added a voluntary certification program to further strengthen the role of Federal records managers.
- We have developed a new, easier to use structure for our regulations. In the coming months we will rewrite them in plain English and will incorporate changes that have been developed as part of the records management redesign.
- We have developed a methodology that will help us allocate and focus our resources on the most significant recordkeeping challenges. We have used that methodology successfully to develop our records management work plan for FY 2005.
- We continued to work with the Department of Defense to develop version 3 of the DoD 5015.2 records management standard. The additions to the standard would

enhance interoperability of certified Records Management Applications and support the export of permanent records to NARA for preservation.

- We collaborated with several agencies to develop more flexible approaches to scheduling records. These approaches will help agencies implement electronic recordkeeping and will make their schedules easier to understand and implement.
- We have developed additional General Records Schedules to eliminate the need for all agencies to develop individual agency schedules. This effort will help agencies to focus their resources on high-priority records systems that are unique to each agency.
- We have proposed new e-mail regulations that will allow agencies to focus on filing their e-mail messages that are needed to adequately document their agency business, but eliminate the requirement that even transitory e-mail dealing with routine matters must be filed in a formal agency recordkeeping system. That proposed regulatory change is currently under review by OMB.
- We issued a NARA appraisal policy to clearly set out our objectives and the guidelines we use in appraising the archival value of records.
- We collaborated with a number of agencies, including the Department of State and the Department for Homeland Security, in planning for new electronic recordkeeping systems.
- Our Records Center Program has nearly completed an assessment of agency customer needs for electronic records services. Services will be developed in the coming years.
- We issued a custody policy for Federal records with archival value. It defines affiliated custody relationships and establishes criteria for affiliated archives. We also entered into an agreement with the Government Printing Office (GPO) by which GPO has become an affiliated archives.
- We issued guidance that will allow agencies to transfer a broader range of formats and data types to NARA.

So in just one year we have made major progress in achieving our goals and implementing the strategies and tactics to redesign Federal records management. There remains much work to be done, but our integrated National Records Management Program (NARA-RM) is pressing forward to meet the challenges of a constantly changing environment.

Strategic Directions Status Report

Background

Last year, on July 31, 2003, we issued NARA's Strategic Directions for Federal Records Management. In that document we said that our goals were, in partnership with our stakeholders, to ensure that:

- Federal agencies can economically and effectively create and manage records necessary to meet business needs,
- records are kept long enough to protect rights and assure accountability, and
- records of archival value are preserved and made available for future generations.

We said that these are the strategies that we will use to achieve our goals:

1. We will create mutually supporting relationships with agencies that advance agency missions and effective records management.
2. We will demonstrate that effective records management adds value to agency business processes. Our guidance, training, and assistance to agencies will focus on using records management as an important tool for supporting agency business processes.
3. We will stress that there is no one level to which all records must be managed. Resources, techniques, and tools should be allocated based on business needs for the records as information assets, legal requirements (e.g. the Federal Records Act, the Freedom of Information Act, and the Privacy Act), risks, and resources.
4. We will stress that agencies may choose a variety of means to manage their records, including traditional records management programs, automated tools, or other approaches. Our concern will be how well records are managed, not whether agencies have all the elements of a traditional records management program.
5. Our approach to records management will be based on the ISO Records Management Standard 15489. We will focus on the importance of trustworthy records, and we will stress the concepts of authenticity, reliability, integrity, and usability found in the ISO Standard. We will stress that records management

processes occur throughout the records lifecycle rather than in a fixed, sequential manner. In developing regulations, policies, and guidance, NARA will stress the importance of agencies documenting their business processes, assessing the value of their information assets, and using risk assessment to determine appropriate records management approaches.

6. We will focus on those records that are essential to the Government as a whole for accountability, protection of rights, and documentation of the national experience. This will help NARA and Federal agencies to focus attention and resources on a smaller number of Government activities (work processes)—those areas and programs that create and produce such records.
7. We will establish priorities for committing NARA resources based on three criteria:
 - the degree to which agency programs create records involving rights and accountability;
 - the degree to which they create records with archival value, and
 - the degree to which records in a program area are at risk.
8. We will partner with Federal agencies and others to develop, adapt, or adopt products and practices that support good records management. Our experience shows that we are more effective in partnerships than working alone. Potential partners and sources will include standards organizations, other governments, and the private sector.
9. We will provide leadership, in partnership with other key stakeholders, to focus agency attention on electronic records needs and to guide and support solutions to electronic records issues and problems.

Status

Last year we identified 26 tactics that we would pursue to support our goals and strategies. Our approach to implementing the tactics has been flexible and pragmatic. We developed and vetted white papers on a number of the tactics with internal and external stakeholders.¹ In response to stakeholder input and to pilot testing, we have refined or significantly modified some of them. We have set a few of them aside—at least

¹ The white papers appear on the NARA web site at www.archives.gov/records_management/initiatives/rm_redesign_project.html

temporarily—and we have added others that are discussed in this report. We expect that we will continue to adjust our tactics to the changing business and technological environment, but our vision will stay focused on our goals and strategies. Much remains to be done as we continue to redesign records management in the Federal Government, but we have already made great progress.

National Records Management Program (NARA-RM): One of our major accomplishments in creating mutually supporting relationships with our agency customers and in developing more effective partnerships with them has been the creation of an integrated nationwide records management program. NARA-RM was not among our original tactics. NARA-RM is organized to

1. Provide records management training to our Federal agency customers;
2. Develop and provide records management services and support to our Federal agency customers with emphasis on electronic records;
3. Appraise records schedules devised by our staff and Federal agency customers; and
4. Develop the electronic records management and program management competencies in NARA-RM staff to support our Federal agency customers.

NARA-RM recognizes both national and local priorities in a balanced program to meet agency needs at headquarters and field operations. Where possible, and practical, we adopt solutions that address both national and local issues. We foster teamwork as an operations strategy, both within our staff and with our partner agencies.

Although NARA-RM was not listed among our original tactics, it will be crucial in implementing them. Its creation also illustrates the flexible and empirical approach of our redesign efforts, which must continue to adapt to changing needs in the recordkeeping environment. NARA-RM is the structure for effectively implementing our tactics.

Electronic Records Policy Working Group (ERPWG): This group's work was also not among our original tactics. In the summer of 2003 the Office of Management and Budget (OMB) established the Electronic Records Policy Working Group, with NARA as its chair, to develop draft recommendations for the implementation of section 207(e) of the E-Government Act of 2002. The ERPWG is part of the Interagency Committee on Government Information (ICGI), created by OMB. NARA and its 11 partner agencies on the ERPWG have produced a report identifying barriers to effective management of

“Government information on the Internet and other electronic records”.² The ERPWG has developed two additional documents: a framework for tools to manage electronic records and proposed common characteristics of records (metadata). Later this year the ERPWG will submit recommendations to the ICGI for the adoption of policies and procedures to ensure that the records management requirements of title 44, United States Code, are applied effectively and comprehensively to Government information on the Internet and to other electronic records.

Other accomplishments include:

Communications

Advocacy

This is what we said: NARA will take a more active role in raising records management awareness.

This is what we did:

We promoted the benefits of an effectively managed records program to support an agency’s mission and business needs through numerous high-visibility interactions with agency officials and through other promotional activities.

- High-visibility contacts: Agency contacts by NARA management, legal, and records management staff across the country can be found in the Appendix.
- Senior Records Manager position description: We developed a model agency Senior Records Manager position description (PD) as a best practice in the Federal Government. We will use this in a variety of ways to stress that records management is important, that it supports the agency mission, and that the agency Records Officer can and should be a person who knows and speaks the language of the agency’s legal, program, Freedom of Information Act (FOIA), and Chief Information Officer (CIO) offices. This places the Records Officer in new and expanding roles, reflecting what is already happening in some of the most forward-looking agencies.
- Agency assurances: We have developed a recommended practices document on internal agency review of proposed retention schedules covering records that significantly impact rights and accountability. We anticipate that this recommended practice will underscore the importance of effective records management and of records management professionals. It will provide a “one

² E-Government Act of 2002, Public Law 107-347, 44 U.S.C Ch. 36, sec 207 (e)(1)(A).

size does not fit all” flexibility to accommodate a variety of agency organizational contexts, business processes, and records systems.

Change Management

This is what we said: NARA will address internal and external stakeholder needs so that together we can make the necessary changes in our records-related business processes.

This is what we did:

- We have vetted a large number of white papers within NARA, with agencies, and with the public to help agencies prepare for some of the new ideas and tactics that we will be using. We have also used this vetting opportunity to revise and improve on our ideas.
- We are revamping our training program (discussed below). This will help agencies adapt to the technological and process changes that are occurring in their environment.
- We and agencies have been learning by testing and implementing a number of the tactics described here.
- The ERPWG targeted meetings held from February through April 2004 were attended by more than 200 internal and external stakeholders who identified barriers to effective management of electronic records and suggested tools to address those barriers.
- We have not adopted a formal approach to change management. As the Lifecycle Business Process Reengineering (BPR) and the Electronic Records Archives (ERA) move forward, NARA will adopt a more formal approach to help us and agencies prepare for and adapt to change.
- We have restructured our records management program so that NARA-RM staff, regardless of location, have the most up-to-date policy and guidance information and are able to support agency records management programs across the nation more effectively and with consistency.
- We have developed a customer-satisfaction survey designed to establish a baseline measurement of agencies satisfaction with the scheduling and appraisal process. This will provide us with one way to measure improvement over time. The survey was sent out to a sample of Federal agencies in August 2004.

Guidance and Training

This is what we said: We said that we would modify our guidance and training to reflect and support the goals and strategies of the redesign.

This is what we did:

Records Management Training

- We are redesigning the content and format of NARA's training program for agency records professionals using adult education concepts and alternative delivery approaches in addition to traditional classroom settings. The redesigned NARA-RM training program will be geared to help agency records professionals better support the business needs of the agencies they serve. It will highlight the importance of managing agency records as information assets and will incorporate the principles of asset and risk management. It will also acquaint participants with the IT capital planning process and incorporate principles from the ISO records management standard (ISO-15489) that stress the importance of authenticity, reliability, integrity, and usability of records for carrying on agency business. This training program will reinforce the notion that in records management "one size does not fit all." That is, the rigor of the management controls will vary, depending on the importance of the information assets and the risks confronting the agency program and its records. The training program is on schedule to have its first rollout at the beginning of FY 2005.
- We have established a new Records Management Training Officer position that will be filled before the end of this calendar year. This position will help keep our training program current with new trends in records management and with the ongoing revolution in information technology so that agency records professionals can play an important role in process design, IT capital planning, and information and knowledge management in their agencies.

Certification Program

- We are also establishing a voluntary certification of training program that will permit participants in a core set of training modules to take an examination and receive certification of their successful completion of the training. Certification will underscore the professionalism of records managers in the Federal Government and will help stress the importance of Federal records management. The certification is on track to go live at the beginning of FY 2005.

Guidance in implementing records management regulations and procedures

- In an effort to make our regulations easier to comprehend, we issued an Advanced Notice of Proposed Rulemaking regarding a restructuring and rewriting of our regulations and have received agency and public comments. By the beginning of FY 2005, we will have digested the comments and will develop the new structure and begin rewriting our regulations in plain English.
- During FY 2005 we will incorporate Strategic Direction concepts into our regulations and into our planned revision of the *Disposition of Federal Records*.
- We are in the process of issuing specific new guidance in a variety of areas described under the Advocacy, Planning and Evaluation Tools, Scheduling and Appraisal, and Records Center and Archival Activities sections of this report. Together this guidance will help raise the visibility of records management, provide tools for planning Electronic Records Management Systems, eliminate much unnecessary routine scheduling work for agencies and NARA, and make it easier for agencies to transfer records with archival value to NARA.

Assistance to Agencies

This is what we said: The tactics in this group will help us set priorities for providing assistance to Federal agencies. We will be able to provide assistance appropriate to the business needs of the agency while ensuring the protection, preservation of, and access to records of archival value.

This is what we did:

Resource Allocation

- A NARA-RM team developed a set of criteria, procedures, and a handbook for identifying the functional areas within the Government that contain the greatest records management challenges. These will be our highest priorities for allocating NARA records management resources. The criteria that the team developed included records of greatest significance for rights and accountability, records with archival value, and records that are at greatest risk of not being managed effectively. We successfully piloted the resource allocation methodology in a project done in cooperation with the Department of Homeland Security. Another NARA-RM team has further refined and used the methodology to identify priorities for our 2005 workplan. This work will help ensure that we are putting our resources where they are most needed. We plan to continue to use the resource allocation methodology in coming years to help us focus on the major records management challenges in the government.

Targeted Assistance

- This successful work, begun before the redesign, continues and will focus most of its efforts on the priorities identified in the resource allocation planning effort while maintaining a balance between our customer's headquarters and regional needs for NARA-RM assistance.

Oversight

This is what we said: The United States Code authorizes NARA to inspect agency records and record management practices and to conduct records management studies (44 U.S.C. § 2904-2906). We said that we would streamline our inspection and studies activities and align them with the priorities identified in the resource allocation effort. We also said that we would use inspections as a last resort when efforts using targeted assistance were insufficient to address serious records management problems. The goal here is to be sure that the inspections are incorporated into our overall work priorities and used where most needed.

We also said that we will focus records management studies on major cross-Government issues and records management best practices and that we will develop recommendations and guidance based on what we learned.

We further indicated that, as required by statute, we will report to OMB and Congress regarding records management problems and recommended practices that we found in agencies.

This is what we did:

Inspections

- We have documented our high-level goals and completed identifying internal NARA criteria for determining when to undertake an inspection. We have developed and documented procedures for conducting inspections. We plan to implement these procedures in FY 2005.

Studies

- We have developed internal NARA criteria for determining when to undertake a study. Because this work ties closely to inspections, we are evaluating combining the procedures for conducting inspections and studies.
- In addition, a NARA-RM Science Team has been conducting a study of science records and has developed an early draft of appraisal guidelines for scientific records. By the end of this calendar year, they plan to present a proposal for

appraisal guidelines for these significant but complex records. An integrated Electronic Records Team has also been busy studying the extent of unscheduled electronic records systems in the Government and has identified more than 7,200 unscheduled major systems. The team will use the resource allocation methodology to set priorities for tackling this enormous task.

Reporting

- The goal here is to identify both records management successes and major records management problems. In NARA's FY 2003 Annual Performance Report, we reported on several Federal agencies that have shown significant progress in their records management programs. Agencies such as the U.S. Geological Survey, Federal Aviation Administration, and Federal Emergency Management Agency (FEMA), just to name a few, are acting to better control and manage their business information. In addition, we are developing criteria for establishing reports for future submission to OMB and Congress. We will use the methodology developed in FY 2004 to continue this type of reporting annually.

Business Process Reengineering

This is what we said: We will change our own lifecycle work processes so that they more effectively and efficiently support the needs of our customers, and so that they better support and complement one another. The goal here is to improve both the quality and the efficiency of our work processes. To do this, we want to eliminate duplication of effort, add flexibility so that we can respond effectively to varying circumstances, eliminate process steps that do not add value to our service delivery, and focus on the work that is most important for delivering quality services.

This is what we did:

- We chartered a Process Redesign Team that examined all records lifecycle processes and created a high-level end-to-end "to-be" lifecycle model. This high-level model was approved by NARA's leadership, and is being used as the starting point for NARA's current and more detailed process redesign work.
- Systematic "drill downs" of each records lifecycle process are being conducted—each identifying how processes can be redesigned to better meet the needs of customers, increase efficiency, and build in flexibility so that NARA can continue to respond effectively to changing customer needs.
- To date, NARA has completed redesign of processes for: Scheduling and Appraisal, Transfer and Disposition of Federal Records in Federal Records Centers, and Processing of Federal Electronic Records. We have begun our

analysis of Reference and Space Management in Federal Records Centers, Processing of Non-Electronic Federal Records, and Archival Reference. Analysis of these three processes will be completed and integrated with the other redesigned processes by the end of the fiscal year. Analysis and integration of Federal Records Management Transactions with NARA will be completed next fiscal year—providing NARA with a detailed end-to-end redesigned lifecycle model. Next fiscal year we will also complete our plan for how these redesigned processes can be effectively rolled out to agencies and NARA staff.

Planning and Evaluation Tools

Planning Tools

This is what we said: We will work with stakeholders to build records management considerations into the planning and procurement processes for new records systems.

This is what we did: We have explored with OMB and other agency stakeholders potential ways to effectively accomplish this tactic. We initiated conversations with OMB about the need to build records management considerations into the IT acquisition process. The proposed ERPWG toolkits for legacy and new systems that produce Government information assets will further address this.

Evaluation Tools

This is what we said: We will work with stakeholders to develop methods that agencies can use to evaluate how effectively they are managing their records.

This is what we did: We have received stakeholder input through the ERPWG meetings concerning evaluation tools. As the ERPWG develops its framework for e-records toolkits this year, additional methods and tools will be identified.

Records Management Tools

This is what we said: We will support the development of automated tools that will help agencies manage Federal records, support electronic recordkeeping, and help records management support agency business needs.

Department of Defense (DoD) Standard

This is what we said: We will continue to support the DoD 5015.2 Standard and will partner with DoD to further develop the standard.

This is what we did: In FY 2004, we executed an interagency agreement with DoD to fund additional work on version 3 of the standard. The purpose of the work is to

describe methods, procedures, and proposed enhancements that enhance interoperability of Records Management Applications (RMAs) for the export of permanent records of 5015.2 certified RMA repositories to NARA. The FY 2005 ERM Initiative work plan calls for DoD to release the draft version 3 for public comment.

Records Management Service Components

This is what we said: As part of the FY 2005 ERM initiative, we will bring together interested agency partners, academia, and industry to document Records Management Service Component (RMSC) requirements. Records management is commonly needed but not provided by most applications supporting business activities. Components are designed to provide standard services accessible by many applications and systems. Additionally, components can be used alone or combined with others to support complex business processes. The RMSC requirements will be made available to industry for development and will allow the Government to acquire records management components for submission to the Federal Enterprise Architecture (FEA). Once available through the FEA, they can be re-used by many agencies in a variety of systems to meet records management needs.

This is what we did: We obtained OMB approval to include requirements developmental work on the components as an FY 2005 ERM Initiative activity.

Scheduling and Appraisal

This is what we said: We will find ways to minimize routine scheduling activity so that agencies and NARA will be able to focus resources on high-priority records.

Flexible Scheduling

This is what we said: NARA will change its process so that, except for permanent records, agencies can schedule records at any level of aggregation that meets their business needs.

This is what we did:

- Now called “big bucket” functional schedules, our staff prepared a white paper that set out several rationales for such schedules. It was fully vetted inside and outside of NARA, and we established six pilot scheduling projects. These include NARA (selected NARA offices in the regions and in Washington), Government Accountability Office (GAO), National Aeronautics and Space Administration (NASA), National Oceanic and Atmospheric Administration (NOAA), Patent and Trademark Office (PTO), and the Department of State (DoS). The NOAA

schedule is in the public comment phase, and all but the NARA schedules are due to be at that stage by the second or third quarter of FY 2005.

- In addition, a NARA-RM team from six regional offices and Federal wildland fire management agencies are developing another kind of flexible schedule. It will be an interagency schedule for fire-fighting incident management records. NARA-RM has also developed draft agency guidance on how to develop these “big bucket” functional schedules. That guidance will be vetted within NARA and with agencies by the end of this fiscal year.

Expanded GRS

This is what we said: NARA will provide additional general records schedules to include more types of records that are common to Federal agencies.

This is what we did:

- We have combined the GRS into a single document available in HTML, MS Word, and PDF versions on NARA’s web site. The MS Word version allows full document search capabilities instead of searches by chapter.
- In December 2003 we issued the GRS for Alternative Dispute Resolution (GRS 1, Item 27). The GRS for Reasonable Accommodation Requests was issued in GRS Transmittal 12 in July 2004. A draft GRS for CIO Offices is currently being vetted through the Federal CIO Council. Other GRS schedules are soon to follow.

E-Mail Retention

This item was not among our original tactics. We have drafted for review by agencies and the public new regulations and modified GRS instructions that will authorize agencies to dispose of e-mail with only transitory value without making a paper or electronic recordkeeping copy and without having to schedule such records through an agency specific schedule. We believe that this will allow agencies to focus their resources on managing e-mail that is important for long term documentation of agency business.

Media Neutral Retention Schedules

This item was not among our original tactics. The object here is to eliminate routine rescheduling work so that agencies and NARA can focus their resources on high records management priorities. We have developed proposed regulations and guidance and informally vetted them in NARA and with Federal agencies. By the

end of this calendar year these proposals will be formally vetted. Under our proposed new guidance

- NARA would consider all retention schedules submitted in the future to be media neutral unless an agency specifically requests that the schedule apply only to specific media.
- NARA would specify when it will be necessary for agencies to reschedule records when switching from a paper recordkeeping system to an electronic system.

Retiring Unscheduled Records to the Records Centers

This item was not among our original tactics. We have drafted a regulation permitting agencies to send unscheduled records to our records centers. This will meet needs of agencies to move records out of valuable office space and will encourage the transfer of records of permanent value to NARA. We will also have in place procedures that will ensure that we will not develop a vast volume of unscheduled records in our records centers. We plan to vet this proposed regulation with agencies and the public in the next few months.

Retention standards

This is what we said: When appropriate, we will develop retention standards that cover broad functional areas of the Government.

This is what we did: We decided to set this tactic aside temporarily due to limited staff resources and our need to focus on the massive job of revamping our training program.

Appraisal policy

This is what we said: NARA will codify the strategic framework, objectives, and guidelines that it uses to determine whether Federal records have permanent value. The rationale for this tactic is to document our appraisal policy and guidelines so that we can streamline our appraisal work, provide agencies with guidance on the kinds of records we want to preserve as part of the Archives of the United States, and let the public know our appraisal policy and guidelines.

This is what we did: Appraisal is one of NARA's greatest professional responsibilities. We issued our appraisal policy on October 14, 2003. We also plan to have appraisal Standard Operating Procedures (SOPs) developed by November 2004. We will incorporate concepts from the appraisal policy and appraisal SOPs into our planned revision of the *Disposition of Federal Records* during FY 2005. In

December 2004, we plan to issue appraisal guidelines developed by our NARA-RM Science Team in the area of scientific and research and development records.

Front-end scheduling

This is what we said: We will work with agencies to schedule their records as early as possible in the records lifecycle, including building scheduling into the design of new records systems.

This is what we did: We have expanded this tactic. Consistent with available resources, we provide front-end records management assistance and early scheduling of agency records to support effective records management.

- NARA staff serve on the e-Rulemaking Advisory Board's Records Management Working Group and is working with agencies to build in records management requirements upfront. We have recommended that the Federal Docket Management System (FDMS) use a DoD 5015.2-compliant RMA.
- NARA staff have also served on a committee with the Department of Homeland Security (DHS) senior records officer and the CIO's staff to identify all statutory, regulatory, and functional requirements DHS must meet to develop an enterprise-wide electronic records management system. A report titled "Electronic Records Management at the Department of Homeland Security: Needs, Risks, and Recommendations" submitted to the DHS CIO in September 2003, examined the "as-is" process for managing electronic records and recommended an automated "to-be" system that complies with DoD standard 5015.2. DHS is building on this collaborative effort to evaluate and test systems that have DoD 5015.2-compliant modules that can be used to meet requirements identified in the report.
- Our NARA-RM staff is in preliminary discussions with the Office of Personnel Management (OPM) to address conversions to electronic Official Personnel Folders (OPFs).
- NARA, in conjunction with the ERPWG, is working together on incorporating records management into agency business processes and as a layer in the Federal Enterprise Architecture.
- In the first and second quarters of FY 2004, our Washington, DC staff has advised the Department of State on records management requirements and records disposition issues relating to State's Messaging and Archive Retrieval Toolset (SMART).

Mandatory destruction

This is what we said: We will seek to change the statutory requirement for mandatory destruction of records and substitute a more flexible and less labor-intensive approach to meeting agency needs to keep some records longer than their NARA-approved disposition authorities (retention schedules) specify.

This is what we did: We drafted proposed legislation and received OMB support and House Oversight Committee approval. The House Committee on Government Reform reported favorably to the full House HR3478, the NARA Efficiency Act of 2003. The House passed the bill and at this point it is unclear whether Congress will pass the bill prior to the end of this session. We have begun to explore non-legislative approaches to dealing with this issue if the legislation does not pass.

Records Center and Archival Activities

This is what we said: These tactics will help us provide agencies with modern records center services and will help us preserve permanent records and make them available for research. The goals of these tactics are to support agency business needs, for NARA to take physical custody of electronic records with archival value so that we can ensure their preservation as early as possible in their lifecycle, and to ensure preservation and access for all Federal records with archival value regardless of where they are or who has legal custody of them.

Records Center Program (RCP) and electronic records services

This is what we said: To the extent viable from a business perspective, the NARA RCP will accept and service electronic records.

This is what we did: We established a NARA national project team to analyze, select, and test electronic records-related services. We identified and prioritized many potential electronic records services for pilot deployment and developed a plan for executing electronic records media storage pilots. We documented requirements and criteria for electronic records media storage and plan to establish a basic capability within NARA's RCP system to receive and store physical media for temporary electronic records. Our work on this tactic is assisted by the Records Lifecycle BPR analysis.

Custody policy

This is what we said: We will publish a policy directive that defines affiliated relationships and establishes criteria for affiliated archives. This will clarify when it is appropriate to establish such relationships and will help NARA and our affiliates combine our resources to preserve and make accessible records of archival value.

This is part of our effort to ensure preservation and access for all Federal records with archival value wherever they are and whoever has legal custody of them.

This is what we did: We issued a NARA custody policy on February 28, 2003, even before the Strategic Directions document was formally adopted. Since that time:

- We have entered into a Memorandum of Understanding (MOU) with the Government Printing Office (GPO), naming it an affiliated archives for the records in GPO Access, the online GPO file of Federal Government electronic publications.
- NARA and the Department of the Interior (DOI) entered into a formal affiliated relationship agreement to protect DOI Indian Trust records at a state-of-the-art records storage facility operated by NARA in Lenexa, KS. Under the agreement, space in NARA's Lenexa Records Center is dedicated to housing and servicing an American Indian Records Repository for DOI, which retains legal custody of the records. In addition, NARA will assist DOI in establishing a records management training program for students of nearby Haskell Indian Nations University. The repository, which was officially opened in April, meets NARA archival storage standards and can store more than 200,000 cubic feet of records.
- NARA began addressing how to provide guidance and mutual support to the entities that create, manage, and make available Federal scientific records. NARA identified a series of Federal scientific data centers and repositories and began work to examine how to establish affiliated relationships with these institutions to support the long-term availability of the scientific record.
- During 2004, NARA staff visited and conducted program reviews at the seven "legacy" (pre-custody policy) affiliated archives. We are working to continue and enhance supportive relationships with these NARA partners by providing advice and guidance on issues involving records management, records storage, security, preservation, description, and public programs.

Expanded formats for archival records transfers

This is what we said: We will accept a broader range of formats and data types for permanent electronic records.

This is what we did:

- This initiative began even before the issuance of the Strategic Directions Document. In FY 2003, we issued transfer guidance for
 1. e-mail with attachments (September 2002),
 2. scanned textual images (December 2002),

3. PDF (portable data format) documents (March 2003).

As part of the FY 2004 ERM Initiative work plan, we issued transfer guidance for digital photography records on November 12, 2003, and guidance for digital geospatial data records on April 9, 2004. We are on track to issue transfer guidance for permanent web content records by the end of the fiscal year.

Pre-accessioning

This is what we said: We will work with agencies to obtain permanent electronic records as soon as possible and before they are legally accessioned so that we can ensure their preservation.

This is what we did: NARA staff conducted a test of pre-accessioning and produced a white paper that recommended we pursue this tactic on a case-by-case basis. We issued NARA Bulletin 2004-02 on July 12, 2004, which describes the process and the criteria for determining when pre-accessioning is appropriate.

Pre-description

This is what we said: We will work with agencies to capture archival descriptive information about permanent records as part of the scheduling process.

This is what we did: This tactic is being supported by the Records Lifecycle BPR analysis. Data is being systematically captured about how descriptive information is provided and used throughout the records lifecycle. This data will be used to develop “to-be” information flows that describe how information can be most efficiently captured as early in the lifecycle as possible. NARA will validate these information flows with agencies to determine how to most effectively capture archival descriptive information earlier in the lifecycle—particularly during the scheduling process. Once validated, these information flows will inform the content of updated scheduling forms and tools.

Success

This is what we said: We will know we have succeeded when

- NARA is recognized as providing leadership in records management throughout the Federal Government.
- NARA is agile in adapting to changes in information technology and in the Federal recordkeeping environment.

- Records management is viewed by agency leaders and managers as an important component of asset and risk management.
- More people, inside and outside of the Federal Government, know about, use, and benefit from NARA services.
- Current and future users of records have ready access to essential evidence regardless of where it is or where they are.

This is where we are: The last two indicators will be realized continually and over a long time. They will also reflect improvements in all of NARA's many services to a wide range of customers. It is in the first three areas where we are already demonstrating success.

- NARA is recognized as providing leadership in records management throughout the Federal Government.
 - We are participating as one of only three agencies (OMB and the Government Services Administration are the others) who are Executive Sponsors on the Interagency Committee on Government information (ICGI). NARA is leading the Electronic Records Management Policy Working Group, which is developing recommendations for Government-wide policy that will strengthen records management in the Government.
 - We continue to lead the E-Government Electronic Records Management (ERM) initiative that is providing guidance to agencies on enterprise-wide ERM and transferring records to NARA.
 - Our work with ERA is giving us national and international recognition.
 - We are active participants in a wide range of records related international standards efforts, including ISO 15489, PDF/A, EDMS/ERMS, and DoD 5015.2 version 3.
 - OMB has designated us the lead agency in developing requirements for records management service components (the RMSC project) that will become part of the Federal Enterprise Architecture.
 - The Department of State has asked us to assist it in identifying records management requirements for its new agency wide SMART cable/e-mail system.

- We have been asked by the Department of Homeland Security to provide assistance in addressing records issues stemming from the creation of a huge new agency from many parts of the Federal Government.
- We have provided assistance on the ground to the Department of Defense in Iraq and Qatar.
- NARA is agile in adapting to changes in information technology and in the Federal recordkeeping environment.
 - Our records management redesign itself and our lifecycle business process redesign are responses to major technological and organizational changes in information systems and recordkeeping. An underlying assumption of these efforts is that we will continue to adapt to an ever-changing environment.
 - We have modified and adapted several of the tactics found in our Strategic Directions document (July 2003) as we have tested and implemented them over the past year.
 - Our training program is designed to be modular and flexible so that we can easily adapt it to changing needs.
 - Our new integrated records management reflects and supports the nationwide networked Federal environment.
- Records management is viewed by agency leaders and managers as an important component of asset and risk management.
 - There is much to do in this area, but through our work with the ICGI and OMB we are beginning to see progress.
 - We have received and responded to requests for assistance from agencies facing major records-related risks to carrying out their missions and critical agency business.
 - Our revamped training program should bring about major progress in this area in the next few years.

- Federal agencies have the records management tools necessary to support their business needs.
 - This is also an area where there is much work ahead. But we have begun work on the RMSC; we are continuing work on the DoD Standard; and the ERPWG promises to deliver valuable tools to agencies. In addition, we have issued guidance so that agencies can transfer additional electronic record formats to NARA; we are exploring new RCP electronic records services; and, of course, we are building ERA, which will include critically important automated tools for use throughout the records lifecycle.

Summary: So in just one year we have made major progress in achieving the goals and implementing the strategies and tactics to redesign Federal records management. There remains much work to be done, but NARA-RM is pressing forward to meet the challenges of a constantly changing environment.

Appendix – Advocacy

NARA personnel throughout the country have been busy advocating the importance of records management. Following is a list of some of NARA's major records management advocacy activities in the past year.

Conferences:

- NARA-RM organized and put on one of the best Records Administration Conference (RACO) programs ever, focusing on managing risk and drawing speakers from the program side of agencies who demonstrated the importance of records management for meeting their business needs and mitigating risks in their programs.
- At the RACO conference we continued our tradition of issuing awards to agencies with exemplary records management achievements
- A NARA-RM team planned and staged in Denver in August 2004 a successful second RACO program, RACO West, which brought this important advocacy tool on the road outside of Washington.
- NARA staff spoke:
 - On E-Government ERM at the National E-Commerce Coordinating Committee in Raleigh, NC.
 - On recordkeeping issues in the litigation context on numerous occasions to Federal agencies and other miscellaneous institutions both nationwide and abroad.
 - At a conference held at Fordham University Law School on whether the rules governing Federal court procedure should be modified to account for discovery of electronic records as evidence in civil proceedings.
 - On transfer of e-records to NARA at the Society for Imaging Science and Technology (IS&T) Archiving Conference in San Antonio, TX.
 - At the 2003 ARMA FedDay Program on the status of RMI and other major electronic records management initiatives. The next FedDay at ARMA is scheduled for October 5, 2004. NARA will brief participants on tools we are developing in partnership with other Federal agencies to more effectively manage electronic records.

- At the annual Department of Energy/Environmental Protection Agency records and information management conference in Cincinnati, OH.
- To several Federal Executive Boards around the country .
- To senior management of FEMA Region VIII in May 2004 on vital records protection.
- At a conference hosted by the Department of the Interior at Haskell Indian Nations University (a BIA-owned and operated university). The purpose of the conference, titled "American Indian Records in the 21st Century and Beyond: Creating a Tribal/Federal Vision" was to discuss the management of Indian and Indian-related Federal records.

NARA senior and mid-level management meetings/presentations to agency officials:

- John Carlin, Archivist of the United States, attended a ceremony at the Department of State during which Secretary Colin Powell presented him with a first transfer of electronic cables.
- NARA staff received a warm reception from leading agency officials in meetings in Washington and around the country where we were able to press the case that records management supports agency business and helps agencies get the most out of their information assets while helping them manage risk. Agencies included the Department of Defense, Department of Homeland Security, Department of the Interior, Department of Labor, Department of State, Federal Bureau of Investigation, and Office of Management and Budget.
- NARA's Regional Administrators (RAs) and Assistant Regional Administrators are active members of the Federal Executive Boards (FEBs) in their regional cities. Often, NARA staff serve as FEB chairpersons or policy committee members. The FEB consists of regional agency heads and senior Federal staff. Annually, each RA presents a session advocating records management and stresses its importance for effectively and efficiently managing agency programs.
- Several members of senior NARA management have been meeting with OMB to focus on ways that we can inject records management into agency process design and the IT capital planning processes.

- NARA was a member of a Denver FEB Design Team Committee that conducted a Table Top exercise (COOPERation '04) for all Federal agencies in the Denver/Boulder Metro area on August 11, 2004. This annual exercise is designed to test how quickly agencies can reestablish operations and meet critical mission goals, provide resources to each other, and restore communications with each other after a disaster. Approximately 20 agencies participated in the 14-hour exercise. NARA staff also briefed the group on vital records protection.
- John Carlin and NARA management met with the Secretary of Labor, Elaine Chao, at the Department of Labor to discuss general records management issues.
- Department of the Navy Vice Admiral Patricia Tracey and NARA staff met on records management issues. This was in conjunction with a Navy records management conference, which was itself a Navy/NARA collaborative effort.
- NARA and Department of the Interior officials met several times regarding American Indian Trust Litigation and related records management activities.

Advice and consultative services to promote better records management:

- NARA staff gave a records management overview briefing to the National Commission on Terrorist Attacks Upon the United States (The "9/11 Commission") in July 2003.
- NARA staff met with the Federal Web Content Managers Group about web guidance.
- NARA staff met with the Department of Education records management BPR team on E-Government ERM.
- NARA staff met with records management staff in the Office of the Secretary of Defense to discuss flexible scheduling concepts.
- NARA staff met with the U.S. Department of Agriculture's (USDA) CIO for E-Government and with USDA senior records managers on major USDA and NARA electronic recordkeeping goals, NARA's new electronic records transfer guidance, and other NARA records management initiatives.
- NARA staff met with the NASA records officer, NASA Director of Strategic Alliances (Office of Public Affairs), and other NASA officials regarding the

digitizing of NASA's vast still and motion picture holdings and the transfer of these records to NARA's custody.

- NARA's representative to the Open Archival Information Systems (OAIS) Reference Model working group was the only non-NASA member to receive the NASA Honor Award for Group Achievement. The NARA representative is currently co-chairing a study to develop guidelines for the Certification of Trusted Digital Repositories. That working group report is due by December 2004.
- NARA staff met with Office of Personnel Management (OPM) staff to discuss the conversion of Official Personnel Folders (OPFs) to an electronic format.
- NARA staff met with attorneys, high-level officials, and contractors of NASA and the *Columbia* Accident Investigation Board regarding the preservation and transfer of the board's records to NARA. They also met with several House and Senate staffers of the Senate Commerce Committee and the House Science Committee on the preservation of and access to the board's records.
- NARA staff met with representatives of the Office of Legislative Information at the Congressional Research Service of the Library of Congress to discuss a comprehensive targeted assistance project for FY 2004 and FY 2005.
- Our membership on the Interagency Committee on Government Information (ICGI)—discussed above—and the work of ICGI's Electronic Records Policy Working Group, has given great visibility to the importance of records management in general and electronic records management in particular to a wide audience of agency IT staff, records management staff, policy makers, and web managers, and has received excellent publicity in the press.
- In August 2003 NARA became a member of CENDI, an interagency cooperative organization of senior Scientific and Technical Information (STI) Managers from 12 U.S. Federal agencies. Through this forum, NARA will gain valuable understanding of STI policies and direction and contribute to members' understanding of records management and preservation issues affecting STI.

DEPARTMENT OF THE ARMY HISTORICAL ADVISORY COMMITTEE

-Proceedings-

27 October 2005

In attendance at all or part of the open meeting of the Department of the Army Advisory Committee (DAHAC) were the following personnel:

- Dr. Jeffrey J. Clarke**, Chief Historian, Center of Military History (Executive Secretary, DAHAC).
- Professor Jon T. Sumida**, University of Maryland, College Park (DAHAC, Chairman).
- Professor Adrian R. Lewis**, University of North Texas (DAHAC).
- Professor Brian M. Linn**, Texas A&M University (DAHAC).
- Professor Ronald H. Spector**, George Washington University (DAHAC).
- Professor Reina Pennington**, Norwich University (DAHAC).
- Professor John H. Morrow**, University of Georgia (DAHAC).
- COL Lance Betros** (representing BG Patrick Finnegan, U.S. Military Academy), Department of History (DAHAC).
- COL Robert Dalessandro** (representing COL Craig Madden, Army War College), Army Heritage and Education Center (DAHAC).
- Mr. Steven A. Raho** (representing Ms. Sandy Riley, Administrative Assistant to the Secretary of the Army), Records Management and Declassification Agency (DAHAC).
- BG Volney Warner**, U.S. Army Command and General Staff College (DAHAC).
- COL Timothy R. Reese**, U.S. Army Combat Studies, TRADOC.
- Dr. James H. Willbanks**, Department of Military History, CGSC.
- Mr. Howard Lowell**, National Archives and Records Administration (DAHAC).
- Dr. James T. Stensvaag** (representing LTG Anthony R. Jones, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).
- Mr. R. Cody Phillips**, Staff Curator, Center of Military History (Recorder, DAHAC).
- Dr. Joel Meyerson**, Acting Chief, Histories Division, Center of Military History.
- Dr. Richard Davis**, Chief, Field Programs and Historical Services Division, Center of Military History.
- Mr. Edward N. Bedessem**, Force Structure and Unit History Branch, Field Programs and Historical Services Division, Center of Military History.
- Mr. Keith Tidman**, Chief, Publishing Division, Center of Military History.
- Mr. Terry Dougherty**, Acting Chief, Museum Division, Center of Military History.
- Mrs. Margaret Thomas**, Operations Officer, National Museum of the United States Army, Center of Military History.
- Mr. Bill Brown**, Contractor, National Museum of the United States Army, Center of Military History.
- Dr. J. Britt McCarley**, Historical Office, U.S. Army Training and Doctrine Command.

The session formally began at 8:40 a.m. with Dr. Clarke and Dr. Sumida introducing everyone present. [See Tab A.]

Sumida: This year's DAHAC meeting will be a little different from previous sessions. We had a small sub-committee go to Fort Leavenworth last May, and the committee was generally impressed with everything that it saw. And I hope that as a result of this recent

venture, the DAHAC will be more active between its meetings. But we'll discuss this in more detail later.

Clarke: I want to begin with four areas. The first will be an orientation to the activities of the Center of Military History, and primarily what we have reported in our draft 2006 Army Historical Program report. The second area that I want to mention is the schedule for our meeting. In the third area, we'll talk briefly about some of the Center's publications. And finally, I want to summarize what was discussed during the MHCC [Military History Coordinating Committee] yesterday afternoon. My approach is deliberately more casual than BG Brown's efforts in years past, because I think we should be flexible to address the topics that concern you—without having to conform them to a precise format or briefing schedule.

Now, all of you should have received a read-ahead package earlier this month. The intent in sending this material—and a large portion of it is the draft 2006 *Army Historical Program* report—is to maximize the amount of time that we have during our meeting for discussion. As you all know, we currently have no chief of military history. We know that some recommendations have been made, but no decision has been formally announced. The number and quality of military history detachments is an issue that has surfaced often at past DAHAC meetings. I'm sure we'll talk more about that when Dr. Davis speaks on the subject later today. Many of you may not know that only recently the records management function has moved from the G-1 to the Administrative Assistant to the Secretary of the Army. This is good for us and for the records management folks: it gives the activity considerably more visibility among the Army Staff and the Army Secretariat. You may recall that central funding for Army museums was a significant issue last year. That has been resolved, and you'll hear more about that later today. There are some other issues that continue to remain either troublesome or unresolved. We expect new issues arising as Army Transformation begins to take effect. We have some significant field history vacancies. A new historian was hired for U.S. Army Pacific, but we have had no success in re-establishing a historian position at U.S. Army South. There may still be some issues concerning the status of military history education in the Army school system, but I think this may be addressed in the DAHAC sub-committee report that will follow this morning.

This afternoon, we're going to do something a little different from previous DAHAC meetings. Instead of having our traditional reception, we will be going to Franklin Court to see our Army art and artifacts collection. That is probably our most significant change from our customary schedule. [See Tab B.]

For the MHCC, we met yesterday. We all agreed that our governing history regulation—AR 870-5—is due for a revision, and that will be done next year. The DAHAC, or a sub-committee, needs to visit the Army War College. Visiting professorships is a third issue that ought to be addressed in more detail. A smaller issue concerned the review of top secret focal point documents that are going to MHI [Military History Institute].

In the area of CMH publications, I think we're getting a fairly good mix—especially in the variety of contemporary topics. Bosnia is done, and we can add that to a growing collection that covers Panama, Afghanistan, and Somalia. Next year, I think we'll have a monograph on Kosovo ready. We're looking at histories of Operation *Iraqi Freedom* and V Corps. We have an interesting diary from a former Army company commander who served in Operation *Iraqi Freedom*. We also received a tasking to do a history of Army Transformation too. I think you all received a copy of our recent civil disturbance volume, which certainly has contemporary application in view of the recent natural disasters and some small civil disturbances. We'll be doing a formal presentation of that volume in January for a meeting of National Guard Adjutants General in Arkansas.

And I think that's about it for now.

Sumida: I've looked over the draft *Army Historical Program* report, and I have a few questions and observations. But before I address my notes, does anyone else have any comments about the draft report?

Warner: Does the Army have a mechanism for collecting historical data? It seems to me that it is demand driven, vice needs driven. I'm not talking about the actual research so much as the topics selected or the products produced. What's being done to ensure that we're doing the historical studies the Army should have and the material for those studies is being collected?

Clarke: We have a rather rigorous review process that focuses on what the Army requires to plan for the future and function in the present. So we cover the critical topics as best that we can with the resources that we have.

Warner: I'm really thinking of a formal link between CMH and the G-3. In other words, I wonder if CMH is saying "This is what we're doing." And the G-3 is responding with "This is what we're doing." So the activities of the two are matched. For instance, in Operation *Iraqi Freedom* we're having trouble covering all the oral history, but I wonder how we're making the connection. I'm thinking operational analysis. In another example, we've got journalists and non-Army historians doing contemporary and operational stuff. Do we surrender that initiative to them, or is there a mechanism out there that ensures the Army is covering what the Army needs from the historical community?

[A general discussion followed in which the topic seemed to narrow to collecting oral histories from veterans at various grade levels and perspectives. The participants in this discussion were Pennington, Linn, Clarke, Dalessandro, and Sumida.]

[9:38 a.m.]

Warner: I don't think Benning and Knox are doing anything with their incoming captains for oral history or for historical data collection.

Stensvaag: Yes, sir, they are. It's not systematic, but we're working on that. I also know that Army Reserve Command is doing this too.

Warner: Okay. Well, at least we're getting some data collection, but I'm still concerned that we're creating holes. Have we had this problem in past conflicts?

Lewis: The Vietnam experience was like that, but I know that only in some units everything possible was done to ensure that a complete and accurate historical chronicle existed.

Warner: All I want to do is to put on the table my concern that we may be creating gaps in the historical records, especially in our current operational environment.

Clarke: Our military history detachments are trying to fill these gaps. They don't do much writing, but their primary mission is data collection. They get the documents, the oral histories, the written material for our writing historians to analyze and synthesize into historical publications.

Warner: I'm not looking for answers, but I think we should be sensitive to an awareness of the problem. Maybe working with the G-3 might help.

Sumida: If you formalize this process too much, you can slant the historical process. The Center's green books were not based on a highly formalized process, and they are a remarkable piece of historical literature.

Betros: It sounds to me that we need input from G-3 about what they would need or want that might be helpful in their operational planning.

Warner: Ideally, we should be able to prioritize this material. We'll always have holes, but we should be able to determine when we will accept such gaps and what those gaps will be.

Raho: If military history folks don't catch the data, there won't be Army material for the subjects you want to cover. We are saving a lot of records material, but historians must get the stuff they need early in the process to avoid causing the gaps that General Warner has mentioned.

Sumida: I think the issue here is identifying the subject matter. Maybe we ought to be asking: "What subjects ought to be addressed?" Once that question is asked, we should consider what resources we can put against each of these subjects.

Reese: And we ought to coordinate our efforts to ensure that we don't overlap in committing our resources. I thought that was one of the reasons we had the MHCC.

Dalessandro: It seems to me that this is driven by regulations that stipulate who does what.

Warner: Regulations may be part of it, but the operational tempo moves faster than the regulations address.

[9:45 a.m.]

Sumida: I think this is an identification issue that we will never fully resolve. We could talk more about this, but I'm concerned we're getting bogged down. Let's move on. Are there any other observations about the historical program report?

Lewis: Re-flagging is mentioned in the *Army Historical Program* report as a major activity for one of the divisions in CMH. How is that going? I mean: Are we losing units, or gaining units, or changing organizations? What's going on?

Clarke: The Army is re-organizing, with a focus on the brigade task force structure—but the division and corps lineages will be preserved. We have a formal briefing on that later today.

Lewis: Okay, another issue that I wanted to mention was the fate of library collections at closing installations. When the Presidio of San Francisco closed, all the books from the post library were sold to the public. These were good volumes. But it seems to me that the smart thing to have done would have been to transfer these collections to other

posts, particularly National Guard or Army Reserve posts that have small and incomplete library collections. Can this be done? Is this something that the DAHAC can weigh-in on?

Dalessandro: I can't vouch for what happened at the Presidio, but I can assure you that there is a plan. The rule is that any closing library is supposed to report its collections to MHI, and MHI gets first crack at what is available. After that, I think other post libraries get a shot at collections from closing facilities, but it's up to the closing library to initiate the paperwork.

Lewis: Well, how can we get what MHI does not want and others may not need to Reserve installations?

Dalessandro: We do it as best we can. After we review a list and select what we want or need, we share it with others, but I want you to know that there are few takers. Obviously, there is a disconnect here if there are facilities in the Army that either need this excess material or are unaware of its existence. Let me look into the subject, and I'll get back to you.

Lewis: I have two more quick items. Should we be coordinating more with the other services to reflect the current emphasis on jointness?

Clarke: I have almost daily contact with my counterparts in the other services. We also routinely divide JTF [joint task force] operations. I have DOD acquisition. The Navy has 9-11. The National Guard Bureau has Hurricane Katrina. So there is a lot of coordination already taking place among us.

Sumida: You say coordination, but I wonder if we have consultation and cooperation. Is that what you're asking?

Lewis: Consultation or coordination: we ought to consider closer coordination. In reading this draft report, I don't see much of that going on.

Sumida: This may be one dimension of a larger issue. Let's think about this and discuss it later.

Lewis: My last point concerns the mission statement in CMH. In the draft report, it mentions officers in the educational system, but shouldn't we also include enlisted personnel and Army civilians?

Clarke: That makes sense to me. Let me look at it again and see how we can fix this.

Stensvaag: Changing the wording in the report would reflect reality. So this would be a good fix.

Morrow: Do troops deploying overseas receive some kind of historical orientation and perspective? Attached to that is my concern that it is timely and accurate. I have heard that there are attempts to do this, but in a rather crude or clumsy fashion: an officer reads a book, and on the basis of that solitary source he becomes the resident expert on the Middle East or Islamic culture.

Stensvaag: I cannot comment on the specifics, but I can say that there is increasing emphasis on cultural awareness in the TRADOC school system.

[A general discussion followed about historical orientation and sound objective sources, particularly in Middle Eastern and Muslim culture. Principal participants included **Warner, Morrow, and Sumida.**]

Morrow: What concerns me most is our preparation for war fighting. Are we providing our soldiers with a sound historical perspective—something better than what they are getting on CNN [Cable News Network]?

Sumida: Maybe the larger issue here is how we are applying professional standards. If we cannot do what Dr. Morrow has suggested, have we accepted something less? Maybe this is something we should discuss further later on. To continue, and before we break, I hope we'll talk more about MHDs and these history teams that are mentioned in the draft report.

[The DAHAC recessed from 10:20 a.m. to 10:38 a.m.]

Pennington: Context, critical thinking, and understanding are components of our professional standards. My concern is that we aren't doing that as often as we should, especially when we try to prepare soldiers or give them a historical perspective.

Sumida: I agree. And I think this is something that we should address.

Clarke: We were trying to restart the country studies series through OSD [Office of the Secretary of Defense], but the funding fell through. Now, schools and organizations use whatever is available.

[Multiple conversations followed concerning publications from the U.S. State Department and the Central Intelligence Agency and assorted historical monographs from CMH and DOD. Participants in these discussions included **Morrow, Tidman, Warner, Clarke, and Sumida.**]

Sumida: Let's move on to address our visit last May to Fort Leavenworth. [See Tab C.] We were very pleased with what we saw there. I think we all agreed that the teaching loads were very heavy—at least by civilian standards. We were encouraged by the attempts to fund sabbatical leaves, and we hope other Army institutions will move in the same direction. We have some concern about how the Department of Military History at CGSC will be able to set the standards for the Ph.D. program done in coordination with Kansas State University. The sources and quality of faculty was good, and the CSI virtual staff ride was very impressive.

Linn: I'm glad that Fort Leavenworth is including small wars and counterinsurgency warfare in its history instruction.

Sumida: Good point. Also, there was interest in seeking advice from DAHAC. This would be a good experience for us all. Are there any other responses?

Warner: Being a teaching institution, we certainly have many challenges—like everyone else. Let me just make a short note about the big wars and small wars: the Army Chief of

Staff directed that this be done, because stability operations already were part of the core mission in the Army. Actually, I'd like to open an opportunity for everyone on the DAHAC to review our curriculum. It's on Blackboard, so you would have to get an AKO [Army Knowledge Online] account. But your access is unlimited once that happens. We'd welcome your continued input. I expect our progress will continue.

[There were multiple conversations about civilian (non-federal) access to AKO, and what type of material might be found on Blackboard. The consensus appeared to be that DAHAC members, as civilian consultants, could have access to AKO, and that this should be pursued by CMH.]

Lewis: Is there a written report about the restructuring of the Army?

Warner: I'm not sure that there is anything in the public domain yet—anything that would be comprehensive or helpful.

Linn: I think we all felt that the visit to Fort Leavenworth was a positive experience.

Reese: What was the level of interest in our publications?

Sumida: I think they were quite good. But I think we also shared some concern about the availability of these publications for students and scholars who might need them.

[A general discussion followed concerning Army Transformation and associated topics. Participants included **Stensvaag, Clarke, Sumida, and Lewis.**]

Linn: Going through the list of CSI topics and publications, I think they all seem really useful. Other than the absence of a narrative history of Operation *Iraqi Freedom*, I think CSI is doing a great job.

Reese: Thanks. I appreciate that. We're looking into the *Iraqi Freedom* question, and hope to address it next year.

Clarke: As you all know, one the major projects within the Center is the National Museum of the United States Army. I've asked the operations officer for NMUSA, Margaret Thomas, to give us an update on the project.

Thomas: (Formal briefing on NMUSA. Paper slides not available.)

[The DAHAC recessed from 11:41 a.m. to 11:57 a.m.]

Dalessandro: (Formal briefing on AHEC. See Tab D.)

[A general discussion followed concerning the records of other military services and the possibility of the Navy moving its archival records to Carlisle Barracks. This drifted to detailed discussions about classified material and its high security level and restricted access. Participants in the discussion included **Raho, Lowell, Dalessandro, Sumida, and Linn.**]

Clarke: Since we are talking about this general subject already, I suggest we address Army records.

Raho: (Formal briefing about the Records Management and Declassification Agency. See Tab E.)

[A general discussion followed concerning electronic records in the Army and at NARA. Participants in the discussion included **Raho, Sumida, Clarke, and Lowell.**]

[12:50 p.m.]

Clarke: Well, I think the next item on our agenda is MHDs.

Davis: (Formal briefing, abbreviated for the sake of time. No briefing slides available.)

[The DAHAC recessed at 1:18 p.m. and resumed at 1:37 p.m.]

Bedessem: (Formal briefing concerning Army Modular Force. No briefing slides available.)

Davis: For the DAHAC, I think it is critical that you understand our need for personnel augmentation to track all these re-flagging actions, plus the increasing backlog in the area of unit lineage and honors. With the war in Iraq and Army Transformation, we simply do not have sufficient personnel to stay abreast of everything. By necessity, lineage and honors actions must take a backseat to the more urgent activity coming from Army Modularity.

Clarke: Let's move on to the Army museums.

Dougherty: (Formal briefing about the Army Museum System, focusing primarily on central funding. No briefing slides available.)

Clarke: I have two short topics that I wanted to mention. The first is our annual Dissertation Year Fellowship. We have three in the history field and one—a first—in the museum field. We're also developing our intern program. We've done this two or three times already and are pleased with the results. In fact, we have vacancies right now.

Meyerson: We have two vacancies in Histories Division.

Davis: We have only one that we are recruiting. It's for our library.

Spector: Where do you get your interns?

Meyerson: It's very much like an academic hire. We're only looking at graduate students. If you have someone to recommend, let me know.

Sumida: Anything else?

Stensvaag: I wanted to mention the TRADOC historical program and thought the DAHAC might want to see the vitas for the principal museum and history staff that work in TRADOC's field program. [See Tab F.] I also asked our chief of the TRADOC Field History Program to brief you on where we are with history in TRADOC.

McCarley: (Formal briefing about the TRADOC Military History Program. See Tab G.)

Stensvaag: It would be helpful for us if we could have a strong endorsement from DAHAC for our history program, as well as a solid observation that history education for company-grade officers at the basic and advanced level of schooling is an integral part of their education.

[The DAHAC recessed for the day at 2:59 p.m.]

28 October 2005

The DAHAC Chairman's meeting began at 8:35 a.m. in the conference room of the Center of Military History. In attendance during all or part of the meeting were the following personnel:

Dr. Jeffrey J. Clarke, Chief Historian, Center of Military History (Executive Secretary, DAHAC).

Professor Jon T. Sumida, University of Maryland, College Park (DAHAC, Chairman).

Professor Adrian R. Lewis, University of North Texas (DAHAC).

Professor Brian M. Linn, Texas A&M University (DAHAC).

Professor Ronald H. Spector, George Washington University (DAHAC).

Professor Reina Pennington, Norwich University (DAHAC).

Professor John H. Morrow, University of Georgia (DAHAC).

COL Lance Betros (representing BG Patrick Finnegan, U.S. Military Academy), Department of History (DAHAC).

COL Robert Dalessandro (representing COL Craig Madden, Army War College), Army Heritage and Education Center (DAHAC).

Mr. Steven A. Raho (representing Ms. Sandy Riley, Administrative Assistant to the Secretary of the Army), Records Management and Declassification Agency (DAHAC).

COL Timothy R. Reese, U.S Army Combat Studies, TRADOC.

Dr. James H. Willbanks, Department of Military History, CGSC.

Mr. Howard Lowell, National Archives and Records Administration (DAHAC).

Dr. James T. Stensvaag (representing LTG Anthony R. Jones, TRADOC), U.S. Army Training and Doctrine Command (DAHAC).

Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC).

Sumida: As we begin to prepare for our meeting during lunch at the Pentagon and also for our final report, the question I must ask now is: What does CMH need?

Clarke: Money, leadership, people. We have all three, but there are specific issues within each of these categories. You know the leadership issue: we don't have a chief of military history. One may be announced soon, maybe not. The SES position is firm, but it is hard on the Center keeping the chief's job vacant. For NMUSA, we need a continued commitment of personnel and dollars. We also have re-flagging and Army Transformation as critical issues for the Center, but we need the personnel to meet the increased workload. I think the deputy commander is bringing you some written material that you can adapt for your report concerning the personnel and funding issues.

Sumida: Okay. We want to address a few items that did not get much attention: visiting professorships, TRADOC, the U.S. Military Academy, the Army War College, and the Army Heritage and Education Center. I'm wondering if, in the future, we could parcel out sections of the read-ahead to subject matter experts. For instance, one of us might be designated the "museum expert" on the DAHAC, and that person would be responsible for reviewing all relevant material about museum matters before we met each year.

Clarke: We could do that. It might also eliminate or greatly reduce the need for formal briefings at the meetings.

Sumida: Well, I would prefer the briefings continued, but at least we would have someone conversant with specific topics. Let's think about this. Maybe we can discuss it later today. Now, about other things: West Point?

Lewis: What has happened with the creation of additional civilian teaching positions at West Point?

Betros: We've made some progress, but I think we've leveled off at about 20 percent, which I think is as far as the Military Academy is likely to go.

Lewis: How does the Military Academy decide on the breakdown or the mix of civilian and uniformed instructors?

Betros: It depends on the size of departments and the pool of talent that we have to draw on from within the Army.

Linn: Are you retaining the most qualified instructors among the civilian teaching staff?

Betros: Oh, yes. At least in the Department of History, we have very qualified teaching staff, and very few ever voluntarily leave West Point for another position.

Clarke: What about your visiting professors?

[There were multiple conversations concerning visiting professorships at Army schools. The principal participants were **Reese, Betros, Pennington, and Willbanks.**]

Clarke: Are there visiting professors in the other departments and academic fields at West Point or the Army War College?

Betros: Yes. Many of the departments have visiting professors.

Dalessandro: Yes. I'm not sure how many visiting professors there are or how they are placed and funded, but there are others at the War College.

Spector: (Discussed the history of the Johnson Chair at MHI and his own recent experiences as a visiting professor at Carlisle Barracks.)

[A general discussion about the Johnson Chair and visiting professorships in history at the Army War College and MHI followed. The conversation soon focused on what visiting professors actually do: teach, or conduct research. Participants in the discussion included **Linn, Dalessandro, and Sumida.**]

Dalessandro: This is something we debate all the time: should the visiting professor teach many classes and maybe do a little research, or should it be the opposite mix? Maybe we need a balance of both. I think it often depends upon what the visiting professor wants and what the institution needs at the time. It seems to me that we wanted someone visible, someone who could speak occasionally to different classes and audiences, and also someone who could utilize our research facilities. I think this is something we'll continue to discuss and work on.

[A general discussion about the nature of duties for visiting professors followed. Participants in the discussion include **Sumida, Pennington, Spector, and Linn.**]

Sumida: The work that needs to be done in military history must be accomplished in the war colleges, because it isn't being done in civilian institutions. The civilian institutions are not going to provide the resources for scholarly research in this discipline.

Stensvaag: What if CMH proposed funding these chairs? I think the total bill would be less than one million dollars. For an installation—maybe even a major command—that might look like a big chunk of money, but for Department of the Army, it would barely register a scratch on the total budget. In fact, it might actually save some funds Army-wide. Of course, it also could make it easier for all visiting professorships to vanish overnight with a high-level decision—but we might overcome that with solid management and commitment.

Betros: It could work. It's a good idea.

Dalessandro: It certainly would have a very small impact on the Army budget.

Stensvaag: It's "budget dust."

Sumida: I'll write it into the DAHAC report if everyone favors it. It certainly seems like CMH could do it, and I assume CMH would be receptive to such an initiative.

Clarke: We could try it.

Sumida: In other report matters, I want to be sure to mention General Warner's positive support of the faculty at CGSC.

Clarke: The Army is not necessarily focused on "history education" (the term), but you can get the attention of many when you talk about "strategic communications," or "reaching out to the civilian community," or "affirming professional standards." So you want to be sensitive to how you phrase your observations.

Sumida: I understand. Beyond that I think we must make a special case for faculty development in the Army education system, especially the war colleges.

Morrow: The Military Academy is special. It's a unique institution in the Army, and it deserves a high caliber faculty and visiting professors.

Pennington: I've been asked several times by the Air Force Academy to be their visiting professor in their History Department, but there is no incentive to do so. It would be a great job, and I would really like to do it, but financially, logistically, and administratively it's a nightmare. I assume others face the same dilemma.

[A general discussion followed about the tasks, expectations, and requirements for visiting professors. Participants included **Betros, Morrow, Linn, Lewis, Pennington, Clarke, and Spector.**]

Pennington: We ought to consider the DAHAC role in curriculum development, the hiring process, and faculty credentials at some of these institutions. If we are going to be

consulted about what is being taught, then we ought to have some say in the content of the curriculum, who teaches it, and how it is presented.

[There were multiple conversations about the hiring process for faculty and how history instruction is conducted at the senior service schools. The principal participants included **Clarke**, **Linn**, **Dalessandro**, **Reese**, and **Willbanks**.]

Sumida: I think this is something that requires more discussion. I don't think we're at a point right now for resolution, but the DAHAC should be aware of the situation. Obviously, we want to know more, and I think we need to spend more time looking at this. Are there other issues?

Spector: I'd like to say something about the West Point summer seminars. This is a very successful program. I know people who attended years ago, and they still talk about it. And I've got students who have no deep interest in military history, but they really want to attend one of these sessions. I think we want to see this program continue.

Pennington: Is it at risk?

Betros: Yes. We receive a three-year grant to fund this seminar from a private organization, and next year is the third year in the cycle. We have not received any commitment yet that the grant will be renewed.

Sumida: Well, we certainly can say something in our report about that.

Clarke: I attended the recent Eisenhower seminar. In the closing remarks, Ike Skelton spoke about the importance of education, vice military technology, dismantling an antiquated personnel system, and taking advantage of the intellectual resources available through civilian institutions.

[This led to a general discussion about the need for professional development among both military and civilian personnel, particularly in the field of history. The speakers applauded recent Army endorsements and efforts to send selected officers to graduate school, especially in view of the declining number of military personnel that were pursuing graduate degrees in the liberal arts. The participants in this discussion included **Sumida**, **Lewis**, and **Betros**.]

Linn: There seems to a correlation between the disappearing visiting professorships and an officer corps that is becoming less educated in non-technical fields.

Sumida: I'm not certain we can make that connection. I understand your point, but it would be a tricky to highlight in our report—or even in our conversation during lunch today. I'm not sure how this could be fixed. Is there anything else?

Lewis: Is it possible for us to send someone to Iraq to assess the historical collection effort there?

Clarke: That might be too logistically difficult.

Sumida: I understand that, but if we're going to be concerned about the collection of historical records, maybe we should be able to see what is being collected and how it's being done.

Raho: I think you'll get a good sensing of all that by reviewing what the MHDs are sending back. We can't even get our people over there to review the collection and classification of records. (It's tough just gaining access to records of units that have returned stateside.) I can't imagine historians outside the Army getting a better deal.

Clarke: I was struck by General Warner's inquiry about our publications and our division of labor—in other words, the topics we cover and how we go about selecting them and producing the work. I've thought some more about that question and I was wondering if the DAHAC has any views on the matter. Actually, we talked about this at the MHCC. Do we specifically address enduring Army interests, or focus on topics that others ignore, or is there something else we should consider?

Lewis: I think it's critical that we support both the Army and the general public.

Clarke: I don't think I can sell that across the street; our primary customer has to be the Army.

Lowell: We've talked in the past about how we market CMH publications. I remember this being a big subject last year. It seems to be a recurring question. Actually, I'm impressed by the volume of material that comes to me. I assume others in the Army have the same measure of access to your publications?

Clarke: Well, we continue to deal with ROTC detachments and individual schools. Our policy is that books can be given to military personnel and cadets, but they must be loaned to others in the classroom. This is a recent development, and a positive one. I think we're doing well. Do you?

[The DAHAC recessed at 10:28 a.m. and resumed at 10:45 a.m.]

Stensvaag: How do DAHAC members gain access to the AKO?

Raho: I'm not an AKO expert, but I believe you must be actively employed. Now, there may be some exceptions, but I don't know what they could be.

Willbanks: There is a way, but off-hand I don't know the process. We've done this at Fort Leavenworth. Let me check on this.

Clarke: Maybe next year we can have a short briefing on the Army Knowledge Online network.

Stensvaag: Maybe we need a website for the DAHAC?

Dalessandro: Why not make that a link on the CMH website?

Sumida: Are there any other matters that we should be discussing?

Stensvaag: Another one that I want to raise is something my boss is interested in. He would like to know “good ideas in training that didn’t work.” In other words, what has the Army drawn up or even tried that looked good from the start, but ultimately failed to achieve its objectives or failed to work?

[A general discussion about Army training followed. Participants included **Raho, Willbanks, Clarke, and Linn.**]

Sumida: We need to bring all this to closure. I’m sorry that General Brown wasn’t here, but I think we want to commend him for his work at CMH. I think too that we want to underscore our deepest desire to fill the chief of military history vacancy quickly.

Lewis: We ought to emphasize how important history is to the Army, which should be another reason for filling the vacancy soon.

Sumida: True. It’s subtle and easily missed, but history is a core element of the Army. We’re not in the gallery supporting others. History is part of the Army and its operations.

Betros: Maybe we should reinforce that there are many well-qualified candidates. The Army simply has to find them—or give them time to find us.

Dalessandro: I think we also should underscore the critical component of having a general officer—active or retired—at the helm. We know that such a person has a far easier access to the Army leadership and commands an extra measure of authority, both in the historical community and among the Army leadership.

Clarke: Something that I’ve been thinking of doing is taking a person out of our organization and moving him over to Human Resources Command to coordinate some of our hiring and placement actions. The Air Force History Program is doing this now, and they have been very successful in moving their civilian historians into various assignments for professional development and promotions. I’m thinking that the Army historical community could benefit from a similar arrangement. Mr. Raho, you were at the Hoffman Building, what do you think?

Raho: I deal with records, not personnel. It sounds like you’re talking about a career management program, which the Army has with other career fields. I don’t know why you couldn’t have one for historians too.

Dalessandro: It’s not a bad idea, but I think this is something that you would want to push as a proponent issue. The Center already is the proponent for historians, so what you’re suggesting should not be difficult.

Sumida: Okay, I think what we’ll do is stop here. I need some time to collect my notes and thoughts for our lunch this afternoon. I’d like everyone to be thinking about “specialty assignments”—areas where you might focus and essentially become the DAHAC subject matter expert for future issues. Maybe we can talk some about it after lunch or over the next few weeks.

[The annual meeting of the DAHAC concluded at 11:04 a.m. on 28 October 2005.]

I certify that I have read these annotated proceedings and that they are an accurate summary of the deliberations of the Department of the Army Historical Advisory Committee (DAHAC) meeting 27-28 October 2005.

Jon T. Sumida _____
Chairman, DAHAC **date**

DEPARTMENT OF THE ARMY HISTORICAL ADVISORY COMMITTEE

-Proceedings-

26 October 2006

In attendance at all or part of the open meeting of the Department of the Army Advisory Committee (DAHAC) were the following personnel:

Dr. Jeffrey J. Clarke, Director, Center of Military History
Dr. Richard W. Stewart, Chief Historian, Center of Military History (Executive Secretary, DAHAC)
Professor Jon T. Sumida, University of Maryland, College Park (DAHAC, Chairman)
Professor Adrian R. Lewis, University of North Texas (DAHAC)
Professor Brian M. Linn, Texas A&M University (DAHAC)
Professor Ronald H. Spector, George Washington University (DAHAC)
Professor Reina Pennington, Norwich University
Dr. James J. Carafano, The Heritage Foundation (DAHAC)
Professor Theodore A. Wilson, University of Kansas (DAHAC)
COL Lance Betros (representing BG Patrick Finnegan, U.S. Military Academy), Department of History (DAHAC)
COL Robert Dalessandro (representing COL Thomas Torrance, Army War College), Army Heritage and Education Center (DAHAC)
Mr. Steven A. Raho (representing Ms. Joyce Morrow, Administrative Assistant to the Secretary of the Army), Records Management and Declassification Agency (DAHAC)
Dr. William G. Robertson, U.S. Army Combat Studies, TRADOC
Dr. James H. Willbanks (representing BG Mark O'Neill, U.S. Army Command and General Staff College), Department of Military History, CGSC
Mr. Paul Wester representing Mr. Howard Lowell, National Archives and Records Administration), NARA (DAHAC)
Dr. J. Britt McCarley (representing LTG Thomas Metz, TRADOC), U.S. Army Training and Doctrine Command (DAHAC)
Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC)
Dr. John Shortal, Assistant Chief of Military History, Center of Military History
COL John Spinelli, Deputy Director, Center of Military History
COL Gary Bowman, Deputy Commander (IMA), Center of Military History
MAJ James McDonnell, Executive Officer, Center of Military History
Dr. Joel Meyerson, Acting Chief, Histories Division, Center of Military History
Dr. Richard Davis, Chief, Field Programs and Historical Services Division, Center of Military History
Mr. Keith Tidman, Chief, Publishing Division, Center of Military History
Mr. Terry Dougherty, Acting Chief, Museum Division, Center of Military History
Mr. Judson E. Bennett, Director, National Museum of the United States Army, Center of Military History
Dr. Charles Cureton, Historical Office, U.S. Army Training and Doctrine Command

The session formally began at 8:33 a.m. with Dr. Stewart introducing new attendees and making some administrative announcements. [A list of members attending is at Tab A. Attached at Tab B is the meeting schedule/agenda.]

Clarke: (Introductory remarks, and introduced Dr. Shortal, COL Spinelli, and MAJ McDonnell.) The MHCC [Military History Coordinating Committee] met yesterday, as we usually do this time each year. Attending that session were representatives from the U.S. Military Academy, Command and General Staff College, Combat Studies Institute, Military History Department at CGSC [Command and General Staff College], and AHEC [Army Heritage and Education Center]. It was a productive meeting. We discussed a new strategic plan for the Center and the Army Historical Program. This will give you an idea of where we are and where we were. [Dr. Clarke distributed the current strategic plans for CMH and the Army Historical Program; see Tabs C and D respectively.] Shortly after starting as the Center's new Chief Historian about fifteen years ago, I drafted what I thought we could consider for a formal ten-year strategic plan [Tab E]. Obviously, conditions have changed significantly since this was done, but I thought it might interest you to see where I thought we were headed several years ago and compare it to where we are today.

For the MHCC, I envision expanding both its role and its membership—or participants. In the future, I think we would have various working groups, represented by historians in different areas, plus curators and archivists in the fields that affect them. At the minimum, we would probably have three "working groups": products and services, records and archives, and program administration. [See Tab F] These working groups would contribute to the development of the Center's new strategic plan, as well as some of the future operations of CMH.

As a minimum, the new CMH strategic plan should address three principal components. The first will be our Army museums—specifically the management of the field museums and NMUSA [National Museum of the United States Army]. With the acquisition of the FORSCOM museums, and you will hear more about that shortly, and other initiatives coming, we can anticipate major changes in existing Army regulations and how we do business, particularly in the museum community. I believe we will need some working committees to develop some of the procedures affecting the field museums. A second component will be to push our product within the Army. We don't always succeed in getting the word out to our primary audience. I know that our products are being used to support education, decision-making, and operations, but I think we could do better. A third aspect of our new strategic plan will focus on information technology. I don't think we are using it as effectively as we should. And in this day, we must capitalize on this important tool. These are the three key areas that CMH must address in its next strategic plan. [See Tab G]

We'll need two plans: one CMH, and one for the Army Historical Program. We're definitely looking at expanding the MHCC, which would include its role, participants, and frequency of meeting. At the last MHCC, we talked about coordination of operations: who had the lead for what. We also considered the DAHAC and talked about the possibility of shifting its focus. A new personnel system is to be implemented, probably in 2007. And of course, we have many museum issues on the horizon.

Well, that's where we are with the MHCC and strategic planning for the Center. I wanted to bring you up to date on these things before we went too far in our deliberations today.

Sumida: Last year, we opened our meeting with a wide-ranging scope of issues. I think that was fruitful, but many of our topics were complex, which forced some compression on things that were discussed late in the day. So this year, I want to begin by reviewing our charter. As I see it, we have essentially three responsibilities. We advise the Army concerning professional standards. We promote cooperation with the academic

community. And we further the study of military history in the Army and in schools. A rising issue, I think, is quality control in the field of history—especially with the policies and the teaching of military history in Army schools. I would like you to think about all this, and we can discuss it later today or this evening at dinner. But right now, let's turn to our current agenda.

Stewart: We're a little ahead of schedule. Mr. Raho, would you like to lead-off with Army records management?

Raho: I have no formal presentation. Drawing on what was discussed last year, I can tell you that our contingency operations records are still quite small—but we're working on a fix for that. Our major initiative is to have an inter-agency review of classified records to ensure consistency and timeliness. You see, what's happening now is that each agency—and many subordinate agencies too—review their records for declassification and disposition. That's fine for agency-specific material. But in this joint environment, we have records that cross over to other agencies. So, one agency may review material sooner or later than another agency may review the same material. This creates an uneven disposition and declassification of some records. We're trying to orchestrate a systemic solution.

Unknown: Is this a DOD initiative?

Raho: No. This is an Army initiative. Army has the lead. We're trying to pull everyone together to resolve this problem.

Clarke: Are you under the AA [Administrative Assistant to the Secretary of the Army] or ACSIM [Assistant Chief of Staff for Installation Management]?

Raho: We're still under the AA, where I think we'll be for awhile.

Clarke: How does the Rand Corporation fit in all this, especially with the funding they receive from the G-3?

Raho: The G-3 has the funds. We don't. Obviously, there's no centralized control over the acquisition and disposition of Army records. Let's face it, the only real effective way of saving records is to go eyeball-to-eyeball to get them. The policies are in place, and we have a program. Most of that is under my wing. But the only way to make all of it work is to physically gather the data. So you use the resources that work—the resources that are available. That means contractors or the G-3.

Carafano: We had the same problem in DESERT SHIELD and DESERT STORM. If the records weren't collected by whoever took the initiative to secure them, they simply disappeared. It sounds like we haven't learned our lessons yet.

Clarke: The elimination of administrative personnel in units and many related MOSs [military occupational specialties] has hurt the effort too.

McCarley: If we're saying that it's a unit task to save these records for the Army's history, then we ought to have the FORSCOM Historian here. He's the one who could help get the word out.

Carafano: I think that's only a small part of the solution. The Army should institutionalize the records management and collection process.

Stewart: It's not just small units. The bigger problem is higher up. We have to get this to the joint headquarters.

Raho: You're right, but we can't seem to get through to them. The other services don't always listen to us. However, we can deal with Army personnel—and we do get some favorable responses from them. Our problems are that the training for Army personnel is incomplete, the responses are uneven, and the records themselves are either incomplete or non-existent. We know we are losing material simply because soldiers don't know what to save or where to send it (some probably don't take the time to think it through).

Betros: Does any of this appear in joint doctrine, specifically, its literature?

Raho: No. The Army has it spelled-out in its regulations, not in field manuals. And you won't find anything in print in a joint headquarters.

Carafano: Why not write a book about this?

Pennington: As an institutional history, I think it's a great idea. "Losing History": it's a topic that merits visibility and study.

Carafano: I agree. That's the way to highlight the complexity and depth of the problem. Talking about it amongst ourselves is one thing, but putting it into print for Army—and public—consumption ensures that someone is going to be aware of what we are dealing with and that there is a problem that demands resolution.

[Multiple conversations followed, which generally focused on the issue of Army records. These conversations concluded when Dr. Stewart introduced Mr. Matthew Stafford of the Rand Corporation.]

Stafford: [Power Point Briefing. See Tab H.]

Clarke: Are you funded by the Army G-3?

Stafford: No. This is an Army G-8 funded project.

[A general discussion followed concerning the accessibility of the data that the Rand Corporation is documenting. The principal participants included: **Raho, Sumida, Dalessandro, Stewart, Wilson, Clarke, and Pennington.**]

The DAHAC recessed at 10:15 a.m. The meeting resumed at 10:27 a.m.

Dalessandro: [Summary of MHCC Briefing. See Tab I.] The AHEC [Army Heritage and Education Center] is now an official part of the National Army Museum project. Currently, we have a backlog in cataloging of nine million archival items. We're working on this, and we anticipate funding for our visitor center coming soon. We've had a significant increase in visitors and researchers in the past year. Our challenge now is to generate a reliable funding stream for our operations.

We're also looking into getting the National Personnel Records Center (NPRC) with joint personnel records to move to Carlisle. The Pennsylvania congressional delegation scrambled and offered free land for such a project. We have the space—and I think the ability—to provide a one-stop Army facility to serve as a holding area for Army records. The other services, particularly the Navy, have gotten wind of what we are exploring, and they've indicated a desire to piggyback on our initiative. So this may become something bigger than just an Army operation. The joint staff has all this data, and the Army is studying this option as well.

Raho: The Army uses about fifteen records centers that maintain material before being retired to NARA [National Archives and Records Administration]. Colonel Dalessandro is talking about creating something for the economy and convenience of the Army: instead of dealing with fifteen different locations, we would have a one-stop place at Carlisle Barracks. Now Department of Defense is joining in those deliberations and thinking in the same direction.

Dalessandro: I don't see AHEC being the manager of this new records center at Carlisle. More likely, RMDA [Records Management and Declassification Agency] would be the driver.

Raho: Money and convenience are what is pushing this proposal. It doesn't eliminate NARA. Ultimately, we're talking about records that eventually would pass to NARA. The site at Carlisle would merely be an intermediate holding before a permanent disposition of the records occurs, which we already have at fifteen sites.

Dalessandro: All the services—except the Marine Corps—are receptive to this proposal.

Wester: NARA has some reservations about how this would affect the long-term preservation and accessibility of these records.

Dalessandro: We're really not trying to become the next National Personnel Records Center. I see this as just a short-term solution for collecting personnel records until they are ultimately retired to NARA.

[A general discussion followed about the concept of creating a joint personnel records center at Carlisle Barracks and other initiatives affecting AHEC. The principal participants included: **Clarke, Dalessandro, Carafano, and Wilson.**]

Davis: Where is CMH on your map?

Dalessandro: In the long-term, that may happen, with the Center of Military History moving to Carlisle Barracks. Let's face it: if most Army history operations are there, it follows that the Center of Military History should be too. AHEC would become part of CMH. Why not? AHEC no longer is under the Army War College, and we're gradually falling under the CMH orbit already. We're pretty well entrenched at Carlisle. If these other initiatives unfold, I think CMH would want to be there as well.

Stewart: But isn't it also possible that AHEC should or could go back to the War College?

Dalessandro: That's a possibility, but the War College isn't looking at that right now.

Sumida: This is a big deal: moving the Center to Carlisle Barracks.

Clarke: We can talk about it, but I don't see this ever happening.

Linn: So you're really not representing the War College; you're only representing AHEC. Why is there no representation here from the Army War College, especially the teaching faculty?

Dalessandro: It's a lack of interest. They really don't want to play. Command support for history is uneven and varies from year to year. There is a lot of individual involvement and support, but very little institutional presence. For example, the Johnson Visiting Chair simply went away. There was no interest from the Army War College to sustain it, and no funding from TRADOC [U.S. Army Training and Doctrine Command] was forthcoming. If the college would not push it, TRADOC was not going to fund it.

[A general discussion followed concerning history courses and instruction offered at the Army War College. The principal participants included: **Carafano, Dalessandro, Sumida, Pennington, Wilson, and Linn.**]

Linn: Look at the Army War College report in the draft *Army Historical Program* report for Fiscal Year 2007. There is absolutely no indication that any core history is being taught at the college. It looks to me that what little is being done is "touchy-feely" stuff. We can't tell what is being taught, and it's not clear from what was submitted is hours or minutes.

Lewis: This seems to go back to your first point: What history instruction is actually being provided at the college—and for that matter, other Army schools as well?

Wilson: Perhaps this is a reflection of the culture. Maybe the war college perceives that history is not important enough to be taught separately, because the Army leadership believes that too.

[There were multiple conversations that seemed to deal with various aspects of history instruction at service schools and the Army War College in particular.]

Sumida: I could "express our concern" about the quantity and quality of instruction in history at the Army War College. I could do this with the DAS [Director of the Army Staff] tomorrow and in our written report to the Secretary of the Army. But I doubt we know enough to go beyond that right now. We really don't know enough to be more specific.

Clarke: What does the National War College do?

Stewart: The National War College does not have a history department, but it has a strong strategic studies department, which has a heavy history content. I think their specific curriculum has been revised since I attended, so I can't comment on its content now.

[A general discussion followed concerning the quality of history instruction and its possible impact on accreditation at the Army War College. The consensus was that this

was a topic that should be addressed by the college's Board of Visitors, and that a sub-committee of the DAHAC should visit the Army War College in the future—as was done in 2005 at the U.S. Army Command and General Staff College. The principal participants included: **Lewis, Sumida, Linn, and Raho.**]

Sumida: Is the issue of CMH going to Carlisle Barracks worth discussing this year?

Clarke: No. This is not something that is being seriously considered by anyone around here or at the Pentagon. I really do not believe it would happen.

The DAHAC recessed at 11:32 a.m., and resumed at 11:50 a.m.

The meeting resumed with Colonel Dalessandro introducing two curators from the Army Heritage Museum, who discussed the mission and objectives of the facility and showed objects from its collection.

Linn: I know you've done a survey of Vietnam War veterans. Have you done one for the Cold War?

Dalessandro: Yes, the Vietnam survey is out, and that's probably what has caused a recent spike in Vietnam veterans contacting us. The Cold War survey should pick-up momentum next month.

[A general discussion followed concerning collecting practices for the Army Heritage Museum and veteran surveys. The principal participants included: **Linn, Pennington, Dalessandro, and Lewis.**]

The DAHAC recessed at 12:15 p.m., and resumed at 12:29 p.m.

Bennett: [Power Point Briefing, paper copy not available.] We hit a major problem on 26 January of this year when the Executive Steering Committee at the Pentagon expressed its reservations about the site for the National Museum. They did not like the location, which was on the North Post of Fort Belvoir, and they referred the site selection question to BRAC [Base Realignment and Closure] for resolution. This put us in the mix for many other competing agencies for space on the post. So the two key issues that are facing us today are cost and location. We sunk a lot of money into the site study, and now that is not recoverable—plus, we have the lost planning time too.

Sumida: How much has been lost from all these site studies and lost sites?

Bennett: About six to seven million dollars. Total.

Linn: How much will the building cost?

Bennett: Well, that will be private money. The Army is paying for the site studies, staff, and environmental impact assessments. The actual construction will come from private sources. The costs vary, depending upon what site is selected. It could be as low as 100 million dollars—maybe even lower—or as high as 150 million dollars. It all depends on where the final site will be.

Sumida: Maybe we should say something about this in our report?

Bennett: I appreciate that sir, and whatever you say would be helpful, but let me cover a few more points first. BRAC is now a major player in the site selection decision. With BRAC on the horizon, we're talking about moving 30,000 to 40,000 additional personnel to Fort Belvoir. That's a lot of office space and new construction. Funding strategies also are affecting this program. Over the past five years, we've seen a steady rise in projected construction costs for the National Museum. Each delay pushes the price up, which increases the burden on the foundation to raise more money. So we're looking at some alternate funding options, perhaps creating multi-purpose sites and forming partnerships with other businesses to offset the expenses and lock-in a site. Currently, we're looking at a promising area on the western side of Engineer Proving Ground off of Interstate 95.

Clarke: Let me underscore that the Army leadership is committed to this project. Management of the National Museum project will temporarily move from CMH to the Assistant Secretary of the Army for Installations and Environment. The ASA has the political clout to orchestrate this project and keep it in front of the leadership. I think you're going to see some major decisions affecting the National Museum of the United States Army, its funding, and its site coming in the next fiscal year.

Bennett: My guess is that no site specific work will be done before November of next year.

Sumida: It seems to me that the entire project is stalled.

Bennett: Yes, it's stalled.

Sumida: Then it sounds like we ought to express our disappointment.

Bennett: That would be appropriate, but remember that there is an obligatory timeline we must follow. Perhaps it might be more helpful if the DAHAC revalidated the entire project and expressed its continued support for it.

[There were multiple conversations concerning NMUSA and DAHAC's position about the project.]

Dalessandro: Maybe it's simply time we raise the issue point-blank for the Army leadership: it's time to fish or cut bait.

Sumida: Well, I'm not certain that we want to put NMUSA on the table or run the risk of permanently hurting the project. The issue, it seems to me, is commitment and cost. The Army leadership must demonstrate the commitment to this project by making firm decisions, and we cannot keep on spending money that goes nowhere.

McCarley: I should think that someone already has thought of these questions and answered them: How many millions of dollars have been spent on NMUSA, and has one spade of dirt been turned? Can you prove that there would be a return on the investment for this project? If these questions already have been asked, then it would explain why the project continues to lumber along.

[Multiple conversations followed, which focused on the future of NMUSA and the position that the DAHAC should take. The principal participants included: **Clarke, Sumida, Bennett, Pennington, Cureton, Linn, and Lewis.**]

Sumida: We need to move along, and I understand that the Center's new deputy, Colonel Bowman, is here to share his recent observations and experiences of MHDs [military history detachments] in Afghanistan.

Clarke: (Introduced COL Bowman as the CMH Deputy Commander and one of three reservists assigned to the Center.)

Bowman: (Summarized his background and efforts to get to Afghanistan.) There were several lessons to be learned about the MHDs in theater, but four in particular stand-out. First, the MHD is centrally located at a four-star headquarters. This restricts movement for the MHD and colors its perspective of operations. What is happening at the lower echelons is not what is being seen or reported higher up. Frankly, an MHD at this level is not much more effective than if it were back here in the States. Second, the MHDs focus only on the Army. They have no joint contacts, and definitely no foreign contacts. So, once again, their view of an operation becomes narrowed. Third, there is a clear disconnect between state and federal authority. By that I mean, we have some National Guard MHDs that were doing the best they could, but the material they were collecting and producing was being delivered to their state—not the active Army. There may be more material out there than you realize, but it's at the state archives or National Guard headquarters in states. And finally, I observed some inconsistency over how and what MHDs interpret as historical data. What one MHD may collect as historical data is ignored by another MHD.

Sumida: Are you saying that military history detachments are not getting to the field?

Bowman: No, I'm saying what I observed. An MHD arrives in theater and is stuck at the headquarters, where it rarely—if ever—gets out of the headquarters and down to lower echelons or units. Part of the problem is the inability of the MHD to cover an entire operation; so it stays where it can have the best view of everything that's going on. Another part of the problem is the inability of an MHD to move to other units. In some cases, civilian journalists have greater freedom of movement—and more support—than an Army historian.

Wilson: Are any other national armies doing what we do?

Bowman: No. And some seemed even puzzled that we bother.

[A general discussion followed concerning the strengths and limitations of military history detachments. Several points were raised about the limited Army field support for MHDs, which inhibited their ability to accomplish specific missions. The principal participants included: **Davis, Wilson, Raho, Lewis, Bowman, and Linn.**]

Robertson: We've had commanders who have rejected military history detachments from their area of operations merely out of fear that something bad would be found. These are exceptions, but they surface periodically.

Pennington: These are military personnel on a legitimate mission. The point is: Who can say no?

Cureton: The Marines do it differently. We have individuals attached to specific units, so there is some trust and camaraderie established between the unit and the historian. Folks recognize one of their own and will be more cooperative. But the Army depends upon independent MHDs that have not been linked to specific units. So the units have no connectivity to the historical effort. The MHD is a stranger.

Clarke: It really boils down to the ability and aggressiveness of an MHD. How hard does the MHD try to get to the troops and develop the historical record. Sometimes these detachments have to volunteer to do more for a command and develop relationships.

Sumida: How should we address this?

Bowman: Flexibility. I think the Army needs to be flexible in how it collects historical data and interacts with units and commands. Sometimes we need an individual. Sometimes we need a team—like an MHD.

Carafano: Your earlier comments about your traveling companions and their difficulties in getting into the theater raise another issue. We have got to coordinate the people we send. CSI [Combat Studies Institute], CALL [Center for Army Lessons Learned], MHDs, and CMH—all of these agencies are going to headquarters collecting similar data, doing similar things. If we coordinated these efforts, I think we could do a better job of ensuring that we retrieve all the data we are seeking.

Bowman: I agree wholeheartedly.

Dalessandro: You're right. This is a problem that we need to fix. We can do better, and we ought to do so.

Stewart: Well, we need to move along, and our Acting Chief of the Museum Division needs to talk to you about the Army Museum System and our pending acquisition of the FORSCOM museums.

Dougherty: [Power Point Brief, Tab J.]

The DAHAC recessed at 2:14 p.m., and resumed at 2:31 p.m.

Stewart: Continuing with our agenda, our next presenter is Dr. Richard Davis of our Field Programs and Historical Services Division, who will talk about our MHDs and their training.

Davis: Our annual training for the military history detachments is going on right now in Georgia. There are no MHDs in Afghanistan right now. We have only two military history detachments in Iraq: one in Casey's headquarters and the other covers everything else. Obviously, we're not getting down to the brigade and battalion level.

Stewart: The detachments are spread too thin and too far. For example, we could not do a history of the first Stryker brigade in Iraq easily, because we simply did not have the manpower in-country to do the job. We had to commit more resources in CONUS

[Continental United States] to collect the necessary data. The MHDs simply could not do it.

Davis: Keep in mind that in addition to these operational deployments, the history detachments also have their annual training. This is a rigorous two-week training that we support in coordination with the FORSCOM and Army Reserve history offices. The first week is held at Fort McPherson, Georgia, and the second week involves a staff ride at Chattanooga, Tennessee. This training is necessary because of the uneven experience among our personnel in the history detachments. Being assigned to a military history detachment does not mean that you are a historian, or that you've had any formal graduate education or experience in the field of history. We've had journalists, lawyers, political scientists, and even businessmen assigned to these detachments. Remember also that MHDs are designed to collect data. These detachments do very little writing.

Wilson: Given the range of background for these personnel, it certainly suggests that recruiting specific individuals for specific tasks or assignments would be the desired course of action.

Davis: Yes, and we're starting to do this. We've also asked for more active duty military history detachments.

Lewis: This is a topic that we've addressed in previous meetings. Obviously, we need more detachments that are staffed by better qualified individuals.

Sumida: Yes, but we can also add the need for more augmentations—specific individuals in specific assignments. MHDs, I think, are going to be more critical in the immediate future, especially in collecting the data for the official histories that will follow.

Bowman: I found that some history detachments were stymied by the Rand Corporation initiative. You see, Rand ate time from units. They would collect this data from the units, which required considerable investments of time and sometimes personnel to support these contractors. And when the MHD showed up to collect similar material, the units were reluctant to do this again. The duplicate effort resulted in withheld support for the MHD.

[Two general discussions followed: one dealing with the need for more military history detachments and the other highlighting the necessity that an MHD be commanded by a field grade officer. (Colonels and lieutenant colonels had easier access to headquarters personnel and records and a higher level of experience and comprehension of the material they were dealing with.) The principal participants in these discussions included: **Clarke, Sumida, Pennington, Bowman, Dalessandro, and Linn.**]

Sumida: What do the MHDs do, or rather, what are they doing now?

Davis: Collecting and interviews are their primary tasks right now.

[There were multiple conversations about archives, interviews and transcripts, and access to MHD products.]

Stewart: These discussions are blending into our last item on today's agenda concerning our current military operations and CMH publications. We have several

different studies going on right now: a history of the first Stryker brigade in Iraq; a series of interviews with commanders from Operation ENDURING FREEDOM; another OEF pamphlet that will pick-up where our last one left off; selected readings from Operation IRAQI FREEDOM (this will be comparable to the Vietnam study *Seven Firefights*); and a history of modularity since 1993. I know that our friends at Fort Leavenworth are engaged in similar activities as well.

Robertson: Two of our six divisions in CSI are devoted to OIF and OEF. The Combined Arms Center is assisting Fort Riley in training advisors for Iraq. So we're providing historical perspectives to aid in their efforts.

Clarke: Is the DAHAC on the distribution list for your publications?

Robertson: Not yet, but we'll fix that when I get back to Leavenworth.

Sumida: I think we must be careful not to stress only our success stories.

Robertson: We don't do that—and never would. As an example, we are preparing a short monograph similar to the Vietnam era *Seven Firefights*. We've got a non-combat book in the works too. So we're not all success stories. We have some controversial topics that are pending: troop numbers in Iraq, treatment of detainees and prisoners, and various combat operations.

Sumida: This is encouraging.

Carafano: This sounds good, but is there a plan to articulate what these products are to be used for and who the intended audience is supposed to be? What's the plan for how all this material is to be utilized?

Stewart: Well, we have pinpoint distribution, but we don't have a systematic evaluation process.

Carafano: If we're creating publications on current military operations, are we hitting the desired audience with the information they need or want?

Pennington: How would we do that? The only thing that comes to my mind is a reader response card.

[A general discussion followed about the utility and marketing of historical publications produced by CMH and CSI. The consensus appeared to be that there was no feedback mechanism and no marketing effort. This was a problem that was recognized ten years ago, but defied any solution then or since. All agreed that publications should not be created for which there is no interest or value, but several specific examples were cited in which historical publications from CMH and CSI were used for training and operational planning. The principal participants included: **Wilson, Clarke, Carafano, Robertson, and Sumida.**]

The meeting recessed at 3:33 p.m., and a reception in honor of the DAHAC followed.

27 October 2006

The DAHAC Chairman's meeting began at 8:20 a.m. in the conference room of the Center of Military History. In attendance during all or part of the meeting were the following personnel:

Dr. Richard W. Stewart, Chief Historian, Center of Military History (Executive Secretary, DAHAC)
Professor Jon T. Sumida, University of Maryland, College Park (DAHAC, Chairman)
Professor Adrian R. Lewis, University of North Texas (DAHAC)
Professor Brian M. Linn, Texas A&M University (DAHAC)
Professor Ronald H. Spector, George Washington University (DAHAC)
Professor Reina Pennington, Norwich University
Dr. James J. Carafano, The Heritage Foundation (DAHAC)
Professor Theodore A. Wilson, University of Kansas (DAHAC)
COL Lance Betros (representing BG Patrick Finnegan, U.S. Military Academy), Department of History (DAHAC)
COL Robert Dalessandro (representing COL Thomas Torrance, Army War College), Army Heritage and Education Center (DAHAC)
Mr. Steven A. Raho (representing Ms. Joyce Morrow, Administrative Assistant to the Secretary of the Army), Records Management and Declassification Agency (DAHAC)
Dr. William G. Robertson, U.S Army Combat Studies, TRADOC
Dr. James H. Willbanks (representing BG Mark O'Neill, U.S. Army Command and General Staff College), Department of Military History, CGSC
Dr. J. Britt McCarley (representing LTG Thomas Metz, TRADOC), U.S. Army Training and Doctrine Command (DAHAC)
Mr. R. Cody Phillips, Staff Curator, Center of Military History (Recorder, DAHAC)
Dr. John Shortal, Assistant Chief of Military History, Center of Military History
COL John Spinelli, Deputy Director, Center of Military History

Betros: [The meeting already was in progress, with COL Betros summarizing the history programs at the U.S. Military Academy. See Tab K.]

The DAHAC recessed at 8:30 a.m. for a group photograph, and resumed its deliberations at 8:41 a.m.

Willbanks: [Summarized activities of the Military History Department at the Command and General Staff College, stressing the imminent construction of a new building, a new historian fellowship, and an increase in history instruction for classes by four hours.]

Sumida: Let's revisit a few things that already have been raised. I'd like to begin with some things we were discussing earlier about contemporary military operations. CSI seems to be doing a lot with tactics, but I wonder if maybe the scope shouldn't be broadened to embrace operations and strategy as well?

Robertson: I'd like to point out that there are some limitations about focusing our research and writing on strategy and operational art. The Strategic Studies Institute does that. It's their job. We're not against doing those topics (and we're happy to engage in them), but our prime mission is tactics and operations.

Wilson: Maybe it would be useful for the DAHAC to comment on the need to study introspectively the current operational environment. Let's not repeat what happened in the 1970s with Vietnam. Back then, we essentially said, "Oh, we don't ever want to repeat that experience." So we ignored the topic altogether.

Carafano: I agree. Nothing could be worse for the study of military history. We need to strengthen the links between academia and historical study.

Spector: We tried that with the post-Vietnam period, but the universities were not interested and the Army wasn't pushing very hard either. I think it will be even more difficult this time around.

Linn: The material that CSI is producing now is quite useful and timely. Our problem, however, is that the history of OIF is being written by journalists—not historians. We're moving too slow. For example, Andy Birtle's book should have been published three years ago. Long delays like this are likely to produce material that is no longer useful when the publication finally becomes available.

Wilson: I'm not sure what the delays might be, but an interim solution to this dilemma may be the conferences that CSI recently have sponsored. They're non-classified, but informative and timely. CMH used to do this. What happened?

Stewart: Our funds were cut. Everything was in place—literally everything. And then 30 days out, the Army had significant funding shortfalls and we had to make some cuts. The conference was one of the casualties.

Sumida: Why not make conferences a high visibility solution to the study of current military operations?

[There was a general discussion about the importance of historical conferences. This led to comments about hiring difficulties outside the federal government and the need for adequate funding to accomplish missions. The consensus was that in the long-run professional conferences were an inexpensive means of ensuring sound historical study and meaningful interaction with non-Army historians. The principal participants included: **Linn, Carafano, and Dalessandro.**]

Stewart: I think that too late the Army will realize that it has not invested sufficient resources to sustain its historical program. And then we are going to experience the same scenario that has affected the records management folks.

Unknown: It's already happening.

Unknown: We're behind the power-curve already.

Robertson: Well, let's face it: our growth recently has come from contractors. We look good now, and we get the job done. But when the money disappears, so will the contractors. And then we'll be right where we were when CSI started up 25 years ago. The future is uncertain.

Sumida: My argument is that there is no short-term fix. There is a need for long-term investment with resources to sustain and develop historical programs throughout the Army.

[There was a general discussion concerning anticipated organizational reductions and the probable affect on history offices. The principal participants included: **McCarley**, **Robertson**, and **Dalessandro**.]

Wilson: This is an investment in the Army's future. The very modest cost of the Army's historical program will yield tremendous benefits in the long-term.

Linn: It's also good public relations. If we don't engage the civilian community, you shouldn't be surprised how civilian academics respond to and interpret Army history.

[Another general discussion followed discussing the strengths and weaknesses of utilizing contract and permanent full-time historians. The over-riding concern was a trend to "dis-invest" in the historical community: "you can't buy the program off the shelf." The principal participants in this discussion included: **Stewart**, **Sumida**, **Wilson**, and **Carafano**.]

Willbanks: Actually, it may be worse than you think. The focus these days is on experiential learning. Soldiers are grabbing short-term gains, such as a plum command or staff assignment, instead of formal schooling (which is a long-term investment. So we're being hit from both sides: bean counters trying to push the numbers and funds down, while Army personnel pursue experience over education. It's a dangerous mix in the military.

Lewis: Let's remember that the Army isn't driving this train. It's a DOD driver. This is all part of a bigger picture.

Carafano: But the Army doesn't have to fold either.

[There was a free-ranging discussion among several participants. One group (**Linn**, **Carafano**, **McCarley**, and **Sumida**) felt that small investments in historical programs through the use of contractors would help sustain these operations. And they concluded that a citation in the DAHAC report encouraging a strengthening of field history programs, especially in the branch schools, would help. A second group (**Pennington**, **Lewis**, and **Spector**) raised the question about surveying Army schools to determine what military history is actually being taught and studied.]

Linn: Mac Coffman did a survey many years ago to determine what military history courses were being offered in universities. I think SMH [Society of Military Historians] has done something more recently.

McCarley: Cadet Command did something like that and surveyed what was being done at schools that had ROTC detachments.

Sumida: Well, the immediate problem is what I should say to the DAS.

McCarley: The field program: we need your support. Positive encouragement and continued support to sustain what we have and are doing: we need that much.

Linn: We want to be sure to give CMH high marks too.

Betros: On the positive side, there is a clear Army commitment to support graduate education for officers. This is a far cry above what was done years ago. In fact, the Army is leading the way in this arena.

Sumida: It's the gold standard within DOD. No one else—none of the other services—does this as well as or as extensively as the Army.

Spector: Well, going from the cosmic to the micro, I'd like to bring up something that I recently heard. There is a rumor floating around that CMH is considering closing its library. If true, I think this would be a bad idea.

Stewart: No. That's not the case. That rumor started because the AA [Administrative Assistant to the Secretary of the Army] launched an inquiry about what we have libraries for. They were looking at obvious duplication and redundancies. That does not exist here. Nonetheless, we had to answer the questions and go through the drill. Closure of our library is not an option. It won't happen.

[There was a general discussion about other Army libraries and their consolidation and closure at other installations. The principal participants in this discussion included: **Raho**, **Dalessandro**, **Stewart**, and **McCarley**.]

Lewis: I mentioned this at previous meetings, but I want to highlight it again. I think we ought to be coordinating our efforts with the other services. I've seen the Navy addressing the same issues as the Army faces—and going in the opposite direction. We talk about lowering the number of hours in instruction at Army schools; the Navy is looking at increasing the number hours of instruction. That's just an example. I think we ought to be talking to each other. We may have a lot to share.

[This prompted another general discussion about the deficiencies of naval instruction, particularly in preparing its personnel for senior level staff positions. The consensus was that Army officers can do better staff planning because the Army has CGSC and there is no Navy equivalent. The participants in the discussion included **Lewis**, **Willbanks**, and **Sumida**.]

The annual meeting of the DAHAC concluded at 9:51 a.m. on 27 October 2006.

I certify that I have read these annotated proceedings and that they are an accurate summary of the deliberations of the Department of the Army Historical Advisory Committee (DAHAC) meeting 27-28 October 2005.

Jon T. Sumida _____
Chairman, DAHAC **date**

**Meeting of Department of the Army Historical Advisory Committee (DAHAC)
25 October 2007**

The following persons attended all or part of the meeting:

Professor Theodore Wilson, University of Kansas (Chairman, DAHAC)
Dr. Jeffrey J. Clarke, Director, Center of Military History
Dr. Richard W. Stewart, Chief Historian, Center of Military History (Executive Secretary, DAHAC)
COL Robert Dalessandro, U.S. Army War College (DAHAC)
COL Timothy R. Reese, Combat Studies Institute (DAHAC)
Dr. James H. Willbanks, U.S. Army Command and Staff College (DAHAC)
Mr. Steven A. Raho, U.S. Army Records Management and Declassification Agency (DAHAC)
COL Lance Betros, U.S. Military Academy (DAHAC)
Mr. Paul Wester, National Archives and Records Administration (DAHAC)
Professor William Thomas Allison, Weber State University (DAHAC)
Dr. James J. Carafano, The Heritage Foundation (DAHAC)
Professor John F. Guilmartin, Ohio State University (DAHAC)
Professor Brian M. Linn, Texas A&M University (DAHAC)
Professor Mark P. Parillo, Kansas State University (DAHAC)
Professor Reina Pennington, Norwich University (DAHAC)
Professor Ronald H. Spector, George Washington University (DAHAC)
Mr. Steve Vogel, *The Washington Post* (member designate, DAHAC)
Mr. L. Jerry Hansen, Department of the Army (Strategic Infrastructure)
Dr. John Shortal, Assistant Director, Center of Military History
COL John Spinelli, Deputy Director Center of Military History
Mr. Keith Tidman, Publications Division
Mr. Robert Alley, Museum Division
Mr. Judson Bennett, National Museum of the United States Army
Dr. Joel Meyerson, Chief, Histories Division, Center of Military History
Ms. Donna Everett, Field Programs and Historical Services Division, Center of Military History

The session began at 0845. The agenda for this session is shown in TAB A.

Following welcoming remarks by the chairman, Dr. Clarke initiated the substantive business of the committee by adverting to the additional duties arising from the Iraq mission. He then discussed the rationale for the Strategic Plan, shown at TAB B. He noted that instead of stating grand objectives, the plan focuses on concrete actions to be accomplished within given times. The responsibility for these actions is spread among all members of the Army historical community. The actions are parcellized among these members to as to prevent undue burdens from falling on too few shoulders and to ensure that actions are doable.

Dr. Clarke then provided an overview of the work of the CMH divisions. The chief question affecting the Museums Division was to what extent the division should be centrally operated. The push toward centralized museums management could greatly burden the division and diminish its ability to do other work.

The Field Programs and Historical Services Division has seen a significant increase in its work tracking unit honors due to the Iraq war. In addition, the transition to “modularity” entails a huge effort of re-designation and assignment of lineage. Finally, the division is responsible for document collection and oversight of Military History Detachments deployed to Iraq.

The Histories Division (HD) finds itself in a more stable situation with long term projects planned years in advance. However, it can anticipate increased taskings owing to the new Chief of Staff. Whereas the previous Chief of Staff had little interest in history, Gen. Casey employs his own historian and CMH can expect renewed requests for background studies and information papers.

CMH has experienced an organizational shift over the last year, moving from the Director of the Army Staff (DAS) to the Office of the Administrative Assistant (OAA). The shift entails decreased independence compared with the CMH position under the DAS. However, the shift provides more possibilities to influence budget and personnel.

Dr. Clarke finished by remarking on the problem CMH has in getting the “right historians” to do the work. Too often the Center finds inappropriate candidates forces on it by a personnel system that does not understand the nature of the profession.

Dr. Richard Stewart elucidated the concepts papers for three main Histories Division projects: Cold War, Contingency Operations, and Global War on Terrorism (GWOT). These papers are shown at TAB C.

CMH initiated planning for a Cold War series in 1992. At that time, it assumed that the Vietnam series would be finished by 1994. Owing to multiple diversions, only now is the Vietnam series coming to conclusion.

The Cold War series has just now taken off. Three authors have been assigned and are at various stages in their works.

The Cold War series differs from the World War II and Vietnam series in that it does not deal with combat but rather with the history of an “institutional army”

Planning is beginning on GWOT volumes. It is unclear as to when historians will be able to grasp GWOT as a historical issue. It is also unclear as to what sorts of work should be produced—monographs or full-fledged books. But it is necessary to keep GWOT in mind to prepare for future tasks. Therefore, work is starting now even if it is only possible to make initial cuts. Priority will be placed on getting the Cold War Project staffed and

going over doing something fast on GWOT while it is still a moving target and documentation is skimpy at best.

Contingency operations occupy the gap between the Cold War and GWOT. CMH will have to produce official histories of those operations.

The chairman, Dr. Wilson, elicited discussion on the concept papers.

Participants offered a general observation that the Cold War presents a novel situation because so much literature has already been published.

Professor Bryan Linn remarked that while studies on race, class, and gender-related issues exist in abundance, literally nothing has been done concerning education and exercises.

Dr. Stewart noted that Dr. Donald Carter is working on those questions as part of his work on USAREUR in the fifties.

Dr. Linn asked about how they are being treated in respect to units in the United States. It is important to deal outside a purely headquarter staff perspective.

Professor Ronald Spector noted deficiencies in treatment of Army recruiting after introduction of the all-volunteer army. Another question that begs to be treated is how the manpower situation affects army doctrine.

Professor Mark Parillo adverted to the need to address multi-service relationships, such as the Army's logistical relationship with the Air Force and Navy

Professor Wilson suggests enhancing visibility by doing monographs that could be fed into bigger projects but come out more quickly.

Professor Reina Pennington agreed on giving priority to the Cold War histories over doing something fast with GWOT.

Professor Spector noted that contemporary history hits on declassification issues. Doing studies from a more distant past is more practical.

Professor Linn suggested that the Army leadership could be sold on the relevancy of Cold War studies by attaching current terminology to prior events. The Cold War era saw many changes and re-equipments. It would be possible to make links to the present by using terms such as "transformation," "resetting," and "recapitalization" to describe past events.

Dr. Jay Carafano expanded on Professor Linn's point, remarking that R&D could be brought into the piece. This couples with transformation and has current relevance.

Dr. Carafano noted that during the Cold War many social questions arose that are now reoccurring

Mr. Steven Vogel approached the issue of post-Cold War humanitarian operations. Much relevance to be drawn from the cases of Iraq and Rwanda, but purely domestic operations are different animals. They have no relevance to other cases. One is always mixing apples and oranges.

Dr. Wilson turned to the need to develop a concept for dealing with GWOT.

Dr. Meyerson, head of the Histories Division, noted that CMH and CSI had worked out a division of labor. A joint working group suggested that CMH should go up to the mid-70s and that CSI would take up events after then. It is important for CMH and CSI not to stumble over each other. However, the Pentagon leadership might take issue with this arrangement, and for the moment greater communication between CMH and CSI should mitigate any overlap problems.

Prof. Linn asked how much contemporary studies demand is pushed down and how much is self-generated.

Dr. Stewart replied that contemporary studies are pushed down partially from DA. CMH is also interested in drawing up long term plans for studies because such planning reveals collection shortages that can be redressed while units are still operating

Prof. Guilmartin pointed to the need for collection on medical and communications advances, especially unofficial communications.

Prof Wilson asked about the priority being placed on coalition warfare.

Dr. Clarke answered that an initial monograph is being written on the coalition in Iraq. Its main aim is to catalogue exactly who joined the coalition, when, and in what numbers.

Prof. Pennington stated that contracting, military law and women at war should receive higher priority.

Prof. Wilson asked for clarification of Dr. Clarke's assertion that CMH is having trouble getting the "right historians."

Dr. Stewart responded that the problem is with the civilian personnel office. It tries to dump inappropriate people on CMH.

Dr. Clarke asserted that CMH had to have a say in the ranking of candidate. At present, the civilian personnel office ranks candidates on it own and does not rank them properly.

Prof. Parillo brought up the revolution in media: Unofficial media, people armed with cellphone cameras and writing blogs, have become significant media actors and influence public opinion as much as mainline media.

Dr. Stewart remarked that, at best, CMH historians can try to assess impact of unofficial media. But they cannot collect it. It is hard enough to collect records of official media.

Dr. Shortal briefed the CMH strategic plan (TAB B). The idea behind the plan is to divide actions into bite-sized pieces that can be spread among different organizations and then tracked on a common website to show what is complete and what is still open.

Among the chief goals of the plan are the following: to complete the Vietnam series in four years; to develop systems to identify collections, and to maintain artifacts when units stand down or stand up; to improve Army education; to enhance the work force; to strengthen the relationships between CMH, CSI, AHEC, and the civilian academic community; to improve and consolidate museum support; and to work with the US Army Reserve Command to improve MHD curriculum and training.

The group then took a look at the issue of distance learning. This was going to be more important in the future given that deployment tempos make it difficult for soldiers to go to school. In addition, something has to be done to deal with a generation that does not read books.

Professor Wilson opened a discussion of the recent visit to the Army War College (AWC) by a 6-member DAHAC delegation.

He expressed concern over how historical studies are integrated into the AWC program. The AWC line is that they do not have history courses proper but integrate history into other courses. In other words, the historian more or less sits on the side to provide context if needed.

The delegation was not comfortable with this arrangement. The AWC, however, was completely comfortable. The AWC seems a closed loop. It selects its own and is quite content to keep things as they are.

Col. Dallesandro stated that there were only four historians at AHEC. The situation will get worse: The Johnson professorship has been eliminated and AHEC is slated to lose two title 10s. Furthermore, AHEC will be disconnected from the War College.

At the same time, patronage of the exhibits and MHI has gone through the roof. This consumes assets. The idea that AHEC would develop as the historical arm of the War College is not being realized.

Professor Linn termed the act of bringing historians into the AWC as a “smoke and mirrors” illusion. Historians land in administrative assignments. The connection with the civilian academic community steadily diminishes.

Professor Spector was impressed by the number of retired colonels on the faculty. The War College was an ingrown place. Visiting professors are not inserted into the regular program but are given electives to teach. Limited numbers sign up.

Col Betros inquired as to whether there was any possibility of adding history department to the AWC.

Prof. Wilson gave “no” as the short answer

Col. Dallesandro termed Conrad Crane a “lone ranger” at AHEC in Carlisle.

Dr. Carafano emphasized the need to influence either the commandant or the chief of staff.

Col. Dallesandro stressed the need to approach Gen Williams in relation to DAHAC findings. The DAHAC report should be pushed forward to make clear that the situation is not satisfactory.

Dr. Carafano stressed the importance of convincing the commandant of the importance of history. He suggested that committee members go back to meet with the new commandant.

Prof. Linn advocated strengthened wording in the report, especially in respect to the demise of the Johnson professorship and lack of connection with the civilian academic community.

Prof. Spector remarked that the War College needed area specialists beyond Western military history.

Col. Dallesandro suggested that the report stress the point that Johnson professors have issued scathing assessments about the state of history at AWC. He said that the report should not be too kind.

The group was then briefed on the activities of branches and agencies.

Mr. Steven Raho of the U.S. Army Records and Declassification Agency addressed the problems of records collection and management.

He focused on the problem of preserving electronic reports. Electronic records are now being lost forever. A working group has been established to preserve such records, which are disappear unless printed out. Group members are visiting units in to discuss issues relating to email, short-term records, and long-term records.

With no enforcement through the chain of command enforcement record preservation will continue to be poor.

Unit record managers have multiple burdens. They have to cope with FOIA, privacy act requests, etc., as well as deal with electronic records problem.

Current draft legislation demanding a 20-day response to FOIA inquiries will create almost impossible burdens but has good change of passing.

Mr. Mark Reardon of the Histories Division Contemporary Studies Branch explained the difficulties writing contemporary history under present circumstances. The main problem is that one cannot do tactical analysis on basis of current reporting—there are no AARs and morning reports. Reports in narrative form are exceptions. Powerpoint reporting is an incoherent mish-mash.

In addition, CMH has only collected up to secret level. In fact, CMH historians don't even know where Top Secret documents are held.

Mr. Judson Bennett of the National Museum of the United States Army (NMUSA) briefed DAHAC members on the start-up problems of the museum. The crux of the matter is that Congress does not see legitimacy of services having museums. Therefore, buildings can be built only with private Army Historical Foundation funds. The staff will be Department of the Army employees and exhibits will be purchased by Army. The need for private fundraising to construct the building puts the opening of the museum into a more distant future. The issue of the museum location was debated for over ten years before the decision was made for Ft. Belvoir (and even then has changed its site at Belvoir at least twice).

Mr. Robert Alley briefed on the effect of Base Realignment and Closings on the Army unit museums. The big bugbear was facilities. Facilities are being closed and new facilities are not available. Since construction must be privately financed, money has to be raised for buildings before artifacts are moved in. It will take many years to raise such funds. Foundations that existed to support unit museums in one locale will not exist in the new locales.

Another problem is the capacity to move items. Large items cannot be move with in-house resources and funding for contractors does not exist.

Prof. Wilson asked about reliance on contractors. He hadn't seen as many qualified contractors as earlier. They will jump to permanent employment as soon as possible.

Dr. James H. Willbanks of the Command and General Staff College briefed on the history program at Ft. Leavenworth. In contrast with the problems at the Army War College he reported success in maintaining the program. He mentioned a DAHAC visit as being particularly helpful in preserving and enhancing the status of history.

The faculty mix is currently 75% civilian and 25% military. Dr. Willbanks stressed the need to build up military representation on faculty. However, stepped-up deployment of officers to Iraq and Afghanistan is making it more difficult to fill military slots in historical institutions.

Col Dalessandro briefed on the Army History and Education Center (AHEC). The exhibits are gaining status as “complementary” to the National Museum of the US Army. He expressed contentment with this status. AHEC has no real contact with the Washington project.

Dr. Robert Rush of the Field and International Programs Branch briefed on Military History Detachments (MHDS). The aim is to field enough detachments so that one MHD is assigned to every brigade. While more MHDs will be established they will still be too few in number to meet the goal. Presently, they are extremely busy with repeated deployments.

Dr. Rush discussed the military history “skill identifier”—5x. Although CMH certifies, it cannot track them. It can get lists of those on active duty but cannot find those with National Guard or reserve units.

Mr. Steve Everett of the Force Structure and Unit History Branch briefed on unit awards.

The Unit awards system is overloaded by the two wars. The burden of issuing unit awards is falling on CMH because Human Resources Command can’t keep track of things. Moreover, it favors individual awards over unit awards.

Prof. Guilmartin noted that unit awards are significant morale builders. If they are botched, it creates irritation and ill-will.

Prof. Wilson initiated the day’s final discussion by addressing how to improve the connection between official history agencies and civilian institutions of higher education.

Prof. Parillo described a televideo course program developed by Kansas State University KSU for CGSC instructors at Ft. Leavenworth. The program was designed to aid CGSC in expanding its history curriculum. It has also attracted much civilian interest.

Prof. Wilson added that Kansas University also provides a training ground for people who land teaching positions at Ft. Leavenworth.

Prof. Linn discussed the difficulty of using CMH publications in the classroom. It is problematical to assign CMH publications because the GPO ordering system is impossible inefficient. One can never count on a GPO order arriving in any reliable time frame.

Prof. Linn suggested that CMH find ways of digitizing works in demand.

Mr. Keith Tidman of the Publications Division said that it is very difficult to bypass GPO. He is presently investigating putting books on PDF files.

Prof. Wilson asserted that military history is stronger in academic institutions than commonly realized. CMH should address the undergraduate market because there is a demand for military history.

Dr. Clarke encouraged academic instructors to inform CMH on volumes of interest. Then it would be able to set priorities for digitization.

Prof. Pennington said that CMH should send a significant representation to the Society of Military History every year. More cross fertilization is necessary. Such participation is needed to overcome compartmentalization.

Prof. Wilson suggested opening up the Conference of Army Historians to more non-Army participation.

The group agreed on the need to mount an effort to enhance professional travel opportunities for CMH historians.

Continuation of Discussion, 26 October 2006

The session started at 830.

Prof. Wilson began by asking what effect the DAHAC letter to the Secretary of the Army will have.

Dr. Stewart said that it depends on the Secretary of the Army.

Col Dalessandro explained that the letter must be staffed. So it has to go through rounds. This exposure, which relays DAHAC concerns to a wide audience, is one of the main impacts.

Col Reese pointed out that it is good to be able to point to a regulation, inspection, or report not of own making to argue for resources.

Dr. Stewart agreed, stating that external testimony is often accepted when arguments from senior civil servants are rejected.

The discussion then turned which points to emphasize in the letter Prof. Wilson would write to the Secretary of the Army.

The group quickly agreed on according priority to enhancing records management.

The discussion then moved to visiting professorships for institutions such as CGSC, CSI, the Army War College, and West Point.

Col. Reese believed it critical to emphasize the need to bring in outside talents and outside ideas.

Col Dallesandro noted that the problem is not so much money as disposition.

Col. Betros stated that the only analytical basis for military education is history.

Dr. Carafano said that one of the most difficult tasks was to deal with combat veterans who think they have already learned everything through experience, but who need history to understand that circumstances are always changing.

Prof. Wilson brought up the issue of personnel. He asked whether CMH could create Title 10 slots in order to circumvent dysfunctional civil service hiring procedures.

Col Dallessandro and Dr. Willbanks pointed out that Title 10 positions are contingent on teaching.

Dr. Carafano broached the idea of tying in with NDU in order to make title 10 permissible. He felt, in particular, that it could well be possible to teach courses in connection with the School of National Security Executive Education (SNSEE).

In respect to the general status of military history in service institution, he suggested doing a comparative survey of other service schools to determine what their historical programs are. Compared to NDU, the AWC was pathetic.

Dr. Stewart adverted to similar difficulties in regard to ROTC. What was formerly a semester-long course in military history has been reduced to less than three weeks in some schools.

Dr. McCarley suggested a sub-committee visit to Cadet Command

The discussion returned to the state of history at the Army War College.

The group was concerned about ill-qualified faculty. Too much in-breeding occurs with officers returning from retirement to teach. This is out of step with best practice.

No civilian educational institution would dare abolish history, reducing it to just being mentioned in connection with something else. It is not possible to inculcate strategic thinking without history.

The group agreed that a chief emphasis, both in the DAHAC letter to the Secretary of the Army and in respect to the upcoming luncheon with Ms. Morrow, to the resolve the

question of how to hire right historians. The fact should be strongly represented that the Civil Service system is ill-suited for identifying and hiring qualified people.

The meeting adjourned at 1115 as members departed for the luncheon scheduled at the Pentagon with the OAA and the senior Army leaders.

**Meeting of Department of the Army Historical Advisory Committee (DAHAC)
25 October 2008**

The following persons attended all or part of the meeting:

Professor Reina Pennington, Norwich University (Chairman, DAHAC)
Dr. Jeffrey J. Clarke, Director, Center of Military History
Dr. Richard W. Stewart, Chief Historian, Center of Military History (Executive Secretary, DAHAC)
Dr. Steven Bourque, U. S. Army Command and General Staff College
Mr. Thomas L. Hendrix, U.S. Army Military History Institute
Dr. William G. Robertson, Combat Studies Institute
Mr. Michael Short, Army Records Branch
Mr. Steven McGeorge, TRADOC
Professor William T. Allison, Weber State University (DAHAC)
Professor Mark P. Parillo, Kansas State University (DAHAC)
Professor Michael S. Neiberg, University of Southern Mississippi (member designate, DAHAC)
Mr. Lawrence Brewer, NARA
Col. Matthew Moten, U.S.M.A.
Mr. Steve Vogel, *The Washington Post* (member designate, DAHAC)
Mr. Keith Tidman, Publications Division
Dr. Joel Meyerson, Chief, Histories Division, Center of Military History
Dr. Richard Davis, Field Programs and Historical Services Division, Center of Military History
Mr. Terry Dougherty, Acting Chief, Museums Division
Mr. Donald Wright, Combat Studies Institute
Col. Kim Hooper, Deputy Director, Center of Military History

Absent members:

Brig. Gen. Edward C. Cardon, U.S. Army Command and General Staff College
Lt. Gen. David P. Valcourt, U.S. Army Training and Doctrine Command
Lt. Gen. William Caldwell IV, U.S. Army Combined Arms Center
Brig. Gen. Patrick Finnegan, U.S. Military Academy
Ms. Joyce E. Morrow, Admin. Asst. to the Secretary of the Army
Dr. James Jay Carafano, The Heritage Foundation
Mr. Paul Wester, National Archives
Col. Tom Torrance, U.S. Army War College
Dr. John F. Guilmartin, The Ohio State University

The session began at 0840. The agenda/schedule for this session is shown in TAB A. List of formal members is at TAB B.

Dr. Stewart made opening remarks, including administrative matters, introductions, an overview of the agenda and packets, and a brief description of the stacks of CMH publications each DAHAC member had before them on the table.

Following welcoming remarks by Dr. Stewart, Dr. Clarke welcomed attendees, and stressed the importance of the DAHAC report. He noted that the past year has been a challenging one for the Army, with three secretaries, three Chiefs of Staff, and two wars. Dr. Clarke noted that CMH has moved from reporting to the DAS to the OAA, and explained where CMH fits in. He noted that BG Shortal has been sidetracked from the Strategic Plan for several months due to the Pentagon Corridor history project.

CMH has received lots of work from the Chief of Staff, particularly information papers. There has been a large demand on CMH resources, which concerns Dr. Clarke in terms of possible interference with current CMH writing projects.

Dr. Clarke gave a brief overview of the MHCC (the Military History Coordinating Committee) that met the day before at CMH, and reported that the Manpower Survey was conducted in the last year. He hopes to have funding for additional positions recommended by the survey.

CMH has been busy keeping on top of awards and citations, and especially unit lineages, which has been challenging considering the numerous redesignations of units in the recent past. CMH also oversees dozens of museums in the Army system, and is currently looking at a centralized management system to handle this.

Records management has become a key concern to Army historians. It is disorganized, with no systematic approach to keeping records. CMH is trying to get operational records with MHDs and civilian historians, but the task has not been easy.

Dr. Pennington, the DAHAC chair, made opening remarks.

She stressed that she would like to see the committee focus on what it can impact or change; to see what has been identified as an issue for several years but has not been properly addressed; and she highlighted the importance of the DAHAC as good for ideas, debates, etc.

Dr. Stewart then brought up the CMH books that have been published over the past year, emphasizing the relevance of the past to today, and the Army history program's key role in writing about the Army's past.

Dr. Clarke inquired of the members "what are we missing?" as far as relevant, useful topics for future publications. Several members reported that the publications are useful and well done, and would like to see more access to the materials electronically. The fact that almost all CMH publications are not copyrighted makes them useable in classroom settings. Several members also stressed the quality and importance of *Army History* magazine, and recommended a wider distribution.

Mr. McGeorge said that from the centers and schools perspective they have no complaints, but did note that the problem is keeping history in the curriculum, as it is often pushed out by current issues/topics.

Steven McGeorge and Thomas Hendrix noted that they would like to see CMH info papers circulated for the use in various schools, as it would be valuable to see what the Pentagon is interested in.

Discussion turned to the value of history to the Army. Dr. Bourque said historians need to convince others of the value of what we do.

Dr. Allison said in academics, the question is usually “so what”? He stressed the need to educate people about the value of what we do, especially to other academics. Need to put it in their language.

Dr. Allison asked about the Cold War series that CMH Histories Div is doing. Dr. Stewart responded that it has been interrupted at times. There are 4 projected volumes. Col. Moten suggested that these be digitized for greater access. Dr. Stewart stated that this takes time to do but that if a volume was specifically needed, we could arrange our priority and do that one first.

Mr. Tidman stated that the CMH catalog helps to get the word out on publications, as does the CMH website, links, LIST serves, and the GPO website. This was followed by a discussion of the difficulties involved with using the GPO to publicize, sell, and distribute CMH books. Other issues include low print runs by the GPO, and overpricing. Dr. Bourque reported that at the book store at CGSC there are no CMH publications, and that it would be a great place to sell them. Dr Stewart noted that AAFES and GPO were not easy to deal with as far as books and marketing.

Dr. Clarke observed that there is little support for history in general in the Army. Dr. Pennington stated that the value of military history was the next topic to be discussed.

Dr. Stewart observed that history is of course valuable, and stressed staff decision making and teaching. Many do not see it as valuable though. Official histories have value even if it takes years to finish. They are in depth, distilled, almost definitive.

Dr. Pennington noted the *Army History* piece written by Col. (Ret.) Greg Fontenot, in which he stressed relevance and contemporary history; she also cited Dr William Hammond’s response in a subsequent issue. This is a healthy debate.

Dr. Stewart noted that we do not just need to do “lessons learned” kind of history.

Mr. Hendrix stated that lots of Army officers don’t see a need for history in today’s world. Dr. Bourque sees a need to have *Army History* magazine distributed widely to officers at the various Army schools, such as CGSC. Dr. Clarke wondered about putting it on line. Dr. Davis reported that it can be available through AKO, but not all of it. Dr.

Pennington suggested that AH should publish edgy stuff to generate discussions and debates.

Dr. Robertson observed in his experience, some officers understand the importance of military history, while a small group of others do not. There is a mass of officers in the middle who we need to show relevance of military history, and who would be receptive to it. We need to show insights of what people did in the past in difficult situations. Officers need to see how history helps them.

Dr. Pennington asked how DAHAC helps to bring to the attention of officers the history that the Army writes. How do historians “sell” what they do?

AT 1010, break of 15 minutes.

Dr. Parillo sees an anti-history attitude which is symptomatic of society in general. Historians need to address this during the training of military professionals, including ROTC.

Col. Moten stressed that in the past CMH staffers at the pentagon played a large role with staffers, helping them see the perspective of history in their work. Dr. Stewart reported that office space in the Pentagon has been tough to find and keep, and that we have only 1 person there now. Dr. Meyerson noted that the effectiveness of CMH people at the Pentagon depends to some extent on personalities. Need to have “sales” approach.

Dr. Stewart said that if the Army historical folks don’t do official histories, then academics won’t do it.

Dr. Robertson noted that historians need to practice “aggressive self rescue.”

Col. Moten said that 50% of the officer corps is from OCS, and doesn’t get exposed to history during their training. Need to use cadet command to stress need for history as well, esp. in ROTC.

Dr. Stewart brought up the issue of institutional review boards (IRBs) and how they relate to oral histories. Some boards have equated oral history with human subject research. He observes that the Army history community needs a policy/position opposing this. An HHS review of the issue is being done now. In the discussion, DAHAC members generally agreed that overall this issue has not been a problem for them, but that something should go into the DAHAC report about this issue supporting the Center’s stand.

Mr. Laurence Brewer of NARA gave a presentation on records management. He noted NARA’s mutual interest with the Army in preserving army records. He explained that his role is not as a custodian but as an advisor to agencies in the government including the Army. The focus is on Iraq and Afghanistan—where are the records? How does his agency get them? There are many operational records that need to be obtained and

transferred to NARA. Resources for training agencies how to do this are lacking. Another big issue is declassification. A national declassification center is being set up, to be run by NARA, but funds are limited.

DAHAC members discussed the records issues. There are too many documents to declassify all of them, and there are no actions being taken up front to do so either. Members discussed briefly the issues and obstacles surrounding the use of classified documents and quoting from them. Need to fix declassification problems at the lower level units. Procedures are in place—training is what is needed. The records are easy to delete.

Meeting broke for lunch.

We received a briefing on MHDs from Dr. Richard Davis of Field Programs Division of CMH. These units are not always manned correctly; they must have the right personnel. CMH does not have great influence in picking the people assigned to the units. 8 new MHDs will be added soon. This will be a total of 32. Most are reserves and National Guard units. A lot of what they collect is not always valuable, and it is not weeded out when it comes to CMH. However, quality of the materials coming back has improved. Emphasis is on document collection and oral histories. It is hard for MHDs to examine files they obtain in the field due to time constraints. It is largely unorganized. CMH has received from the MHDs a lot of material, but it needs review, organization, and cataloging. There are only 2 archivists at CMH to do this work.

MHDs get a snapshot of a unit based on a limited visit to the unit, and (usually) do not go back to the unit at a later time while in theatre.

MHDs have to be requested by commanders in order for them to deploy. CMH has no official control over the MHDs once there. Not many MHD commanders have a history background.

Records at CMH from MHDs have also been obtained from units when they have returned to the US, much of which has been collected by LTC Smith at CMH.

Dr. Bill Reeder of SAIC shared info on data mining, and his efforts to do this with records at Ft Lewis related to the various Stryker Brigades. They pulled info from Stryker combat brigades deployed in Iraq, and then used it for training units preparing to deploy. This gets a more complete picture of the units rather than “snapshot” approach MHDs get. His group did a series of video interviews of leaders returning from Iraq, also group interviews and focus groups. These are on DVD.

Dr Pennington next turned the discussion to AHEC/MHI and AWC. She noted that the AWC does not participate in the DAHAC. There’s a concern within the DAHAC about how history is used at the AWC. Dr. Pennington and Dr Stewart gave a brief overview of their visit to the AWC last year, in order to find out how much history is being taught

there. They did not see much history content in courses. Mr. Hendrix noted that MHI does not have a responsibility to teach history at the AWC. There's not much of a relationship between the two institutions. He added that DAHAC should try to encourage history instruction at the AWC.

Dr Pennington described the Johnson Chair position at AWC, and how it does not appear to be well-supported by the AWC, based on recent conversations she has had with the current Johnson Chair professor. Apparently, there is little support for it, no publicity, and reimbursement for expenses is slow. She also lamented that the AWC does not engage with the Army historical community. She wondered if DAHAC should also check out the School for Advanced Military Studies (SAMS) at CGSC Fort Leavenworth, and compare AWC to Naval War College, Air Force history teaching, etc. How do they compare to the Army?

With regard to AWC, Col. Moten asked what the DAHAC is trying to do. Dr. Clarke responded that the committee wants history course(s) to be adopted there, and more instruction about the uses of history in strategic decision making.

Mr. Hendrix stated that the committee needs to deal with the dean at AWC about what is going on there related to history instruction. Regarding the Johnson Chair he said that there is an institutional lack of welcoming by AWC. History is being pushed out by more current issues/courses.

Dr. Robertson identified some of the same issues at the CGSC, and believes that the Johnson Chair at AWC would not be missed if it is gone. He wants the committee to take action on AWC issues now, and recommend change. Col. Moten concurred.

Dr. Stewart recommended that the DAHAC consider recommending that a history department be established at the AWC, and numerous others concurred.

Dr Pennington asked if attendees had any other issues to bring up at that time.

Col. Moten said that the West Point Summer Seminar is going well.

Dr. Clarke asked the committee to also think about what is going right in Army history.

Dr. Stewart asked Col. Moten to clarify part of his input into the AHP report, then moved to have the entire report approved. This was seconded, and approved unanimously.

Meeting adjourned for the day at 3:15 PM.

Day 2

Meeting reconvened at 8:28 AM, Friday, 24 October 2008

Dr. Stewart reminded people that they need 2 forms of ID to get into the Pentagon today.

Dr. Pennington discussed upcoming lunch at the Pentagon with Ms. Joyce Morrow, the Administrative Assistant to the Secretary of the Army (Office of the Administrative Assistant) and Lt. Gen. David Huntoon (Director, Army Staff). She noted that Ms. Morrow seems to favor consolidating publishing within the Army OAA office, taking away the separate publishing division at CMH. This would adversely affect the publishing done at CMH. Dr Pennington also solicited feedback for what she as chair of the DAHAC should stress to Ms. Morrow and Lt. Gen. Huntoon at the luncheon, and in her report that she will write.

DAHAC Discussion revolved around stressing importance of records collection and management; the AWC; CMH publishing and its long tradition of doing so; other important Army publications such as *On Point II*. Members decided to stress to Ms Morrow the continued importance of Army history (both long and short term studies) and the continued need for units to save their records in compliance with regulations. Heritage is a force multiplier, said Dr Robertson. Col. Moten stated that Cobra II (assault on Baghdad) in OIF was successful due to knowledge of history and that the subsequent failures of planning for Phase IV of the operation leading to an insurgency was due, in part, to the failure to understand and apply history.

Dr Pennington expressed her feeling that records collection & management is the most important issue to bring up.

Dr. Bourque felt that Army publications are important and need better distribution and visibility.

Dr Pennington also brought up long term concerns, and discussion ensued. Issues included CMH directly reporting to the DAS again, and the Director of the Center being a serving Brig. Gen.

Mr. Hendrix brought up that unsatisfactory manning of the MHDs should be a continuing concern to the DAHAC, and that USARC needs to know this.

Dr. Pennington suggested that the DAHAC does a tour of CMH next year in conjunction with the DAHAC meeting.

Mr. McGeorge brought up Army Museum system—and noted that there is little representation on the committee from the museum community. Wondered about need for

a museum site visit. Several others suggested a statement of support in the chairperson's report for the museum system as part of Army heritage, outreach.

Discussion of staff rides concluded that they are valuable for army personnel and civilians. International officers also benefit from them. Dr. Robertson reported on "virtual staff rides," which are being used in a limited manner at CGSC. They are for those who can't or won't do actual rides in the field.

Dr. Parillo brought up the need to foster a history conscious culture over the long term. Part of this is changing the way we use electronic media. It is good for the current generation. We need to make more resources available electronically. Students also need to be able to discern the quality of these materials.

Col. Moten stated that officers tend to be more interested in history later in their careers.

Meeting adjourned at 1045 as members departed for the luncheon scheduled at the Pentagon with the OAA and the senior Army leaders.

Tab A: DAHAC 2008 AGENDA AND SCHEDULE

23 October 2008 (Thursday)

- 7:50 a.m. Pick up DAHAC members at Holiday Inn (500 C Street)
- 8:10 a.m. Arrival. Refreshments (coffee, bagels, and donuts).
- 8:30 a.m. Swearing-in. Announcements. Group photo.
- 8:40 a.m. Open meeting.
- Opening Remarks (Dr. Stewart, Chief Historian)
Welcome and Update on CMH Strategic Plan (Dr. Clarke,
Chief of Military History)
Chair Remarks (Dr. Pennington)
Presentation of Agenda Items
 CMH Products (Dr. Stewart and Mr. Tidman)
 The Value of Official History (All)
 Institutional Review Boards (Dr. Stewart)
 The Role of NARA in Records Preservation (NARA)
- 11:30 a.m. Break and working lunch.
- 1:00 p.m. Open meeting.
- Discussion of Agenda Items (Continued)
 MHD Organization and Training Update (Dr. Davis FP)
 AHEC/MHI and AWC (All)
 CMH Records Collection (Dr. Davis FP)
 SAIC Data Mining Project Fort Lewis (Dr. Reeder)
- 3:30 p.m. Chief Historian's reception. (CMH Foyer)
- 4:30 p.m. Shuttle bus departs for Holiday Inn. End of Day One.
- Dinner (TBD).

24 October 2008 (Friday)

- 7:45 a.m. Pick up DAHAC members at Holiday Inn.
- 8:00 a.m. Arrival. Refreshments (coffee, bagel, and donuts).
- 8:15 a.m. Report preparation.
- 11:30 a.m. Break and travel to the Pentagon.
- 12:00 p.m. Lunch at the Pentagon. M1, Pentagon Conference Center
- 1:15 p.m. Report finalization. M3 Pentagon Conference Center
- 3:00 p.m. End of Day Two.
- Departure to various airports and locations.

TAB B: DAHAC MEMBERS

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Minutes:
Meeting of Department of the Army Historical Advisory Committee
(DAHAC)
22 October 2009

The following persons attended all or part of the meeting:

Dr. Reina Pennington, Norwich University (Chairman, DAHAC)
Dr. Jeffrey J. Clarke, Director, Center of Military History
Dr. Richard W. Stewart, Chief Historian, Center of Military History (Executive Secretary, DAHAC)
Mr. Steve Raho, US Army RMDA
Dr. William G. Robertson, Combat Studies Institute
Dr. William T. Allison, Weber State University (DAHAC)
Dr. Michael S. Neiberg, University of Southern Mississippi (member designate, DAHAC)
Col. Lance Betros, U.S.M.A
Dr. Richard Barbuto, Command and General Staff College.
Mr. Benjamin King, TRADOC
Col. Bobby Towery, Deputy Commandant, US Army War College
Lt. Col. Mark Viney, Director, U.S. Army Heritage & Education Center
Dr. James J. Carafano, The Heritage Foundation
Mr. Steve Vogel, *The Washington Post* (member designate, DAHAC)
Mr. Keith Tidman, Publications Division
Dr. Joel Meyerson, Chief, Histories Division, Center of Military History
Dr. Richard Davis, Field Programs and Historical Services Division, Center of Military History
Dr. Donald Wright, Combat Studies Institute
Col. Kim Hooper, Deputy Director, Center of Military History
Mr. Paul Wester, National Archives
Dr. John F. Guilmartin, The Ohio State University
Professor Len Fullenkamp, AWC
Dr. John Maass, historian, Center of Military History
Mr. Jerry Hansen, ASA (I&E)

The session began at 0820. The agenda for this session is shown in TAB A. List of formal members is at TAB B.

Dr. Stewart made opening remarks, including administrative matters, introductions, an overview of the agenda and packets, and a brief description of the stacks of CMH publications each DAHAC member had before them on the table.

Following welcoming remarks by Dr. Stewart, Dr. Clarke welcomed attendees, and stressed the importance of the DAHAC report. He gave brief overview of the "lost" visiting professorships at various military education institutions,

discussed lack of financial resources for these. Also described meeting with Ms. Morrow earlier in the week. Records management is a key issue today as is the lack of operational records across the army. Dr. Clarke finished by mentioning publications across Army history community this past fiscal year.

Dr. Pennington, the DAHAC chair, made opening remarks.

She explained DAHAC role and duties, and need to focus on issues that the committee can do something about, or can influence. Would like to focus on issues that keep coming up year after year.

Dr. Stewart brought up the Annual Historical Report, which members had been sent prior to the meeting. It was mentioned that next year there might be a bulleted summary of the report included with it.

Dr. Pennington asked about the "in house" sabbatical program at CMH, and supported this program. Issues explained by Dr. Davis of CMH.

Issues facing CGSC discussed, especially lack of instructors in military history. Dr. Barbuto gave overview of the situation there, and that there are 7 slots open for military history. Dr. Robertson advised that there is a similar situation at CSI.

Mr. King brought up issue of 5X positions (for teaching history.) General discussion about how many of these there are, are enough being produced, are there enough? There is a general lack of funding for these positions, and they often go unfilled.

COL Towery asked if CMH keeps track of 5X's. Dr Clarke said we have a list of them. Mr. Dalessandro advised that CMH has no control over assignments of 5Xs. No real proponent for 5Xs to fill vacant military history slots.

Dr. Robertson discussed the use of contractors to do history, and problems associated with doing so.

Dr. Carafano made the point that this situation could be used to support the movement of CMH from the OAA to the DAS.

The AHP report was approved unanimously by voice vote.

Mr. Tidman gave brief presentation on CMH publications, including the new Play Away device, which has been popular with soldiers in a limited distribution.

Mr. Wester gave presentation (with handout) of NARA issues, mostly pertaining to records management. Dr. Stewart mentioned Army standards of records management not being followed in the field.

The discussion of Army record keeping and management was suspended to allow Mr. Jerry Hansen and Mr. Glenn Williams of the NMUSA Project to give a slide presentation about the development and progress of the National Museum of the United States Army (NMUSA), to be built at Ft. Belvoir.

Records management discussion resumed with a briefing by Steve Raho (with handout). He also distributed Center for Army Lessons Learned handbook, #09-22, "Commander's Guide to Operational Records and Data Collection." He said there needs to be enforcement of the regs in existence now, and IG needs to inspect for this. Top leadership should support records management.

Mr. Wester talked about NARA efforts and progress made over last year or so to make records mgt more widely-known throughout the federal govt and military, and working with RMDA.

Dr Pennington advised she wishes to stress this issue and brainstorm some ideas. How do we tackle the problem? Who are the main players? How can we improve the situation? She also noted that this is an interagency issue.

Dr Carafano stated that the use of case studies to show problems that can come up if records are not properly kept would be good. It is a training issue.

Dr Clarke said that without inspections by IG, it will be ignored.

COL Towery said that IG inspections won't help much. Problem is too broad. It is a command problem—enforcement comes from commander not the IG or staff. IG inspections don't solve problems.

Mr. King said that in "the old days" one had to fill out forms about records, etc., and it was a procedure—it HAD to be done. We need this now.

Dr Barbuto pointed out that it is also required now, but it is not done. It is also not part of any system now.

Dr Pennington thinks that GEN Casey could help if he mentioned the importance of record keeping. She detailed historians' problems getting records, oral histories, etc. Wonders if this could be a joint/interagency advocacy for change/improvement.

COL Betros: Thinks all this is a good reason to be under the DAS again.

Dr Clarke advised that General Shortal would be a big help in dealing with this issue.

Dr Carafano says that one must convince units that they have to do this or else. The issue needs a champion.

Dr. Pennington: wondered if Army can get Congressional support. CMH really has no authority over units to save and transfer their records.

Dr. Clarke pointed to Army efforts to prevent suicides—training etc. Has done very little to reduce the rates. Would training and awareness of record keeping needs do much good either?

Dr Carafano wondered if we could look at this issue from a science and technology standpoint, and use the Army Science Board to look into the matter and report on it.

Dr Pennington: the issue probably needs visibility on many levels. A case study would be a good idea. Suggested a SMH panel on this issue. Perhaps seeing of the VA has had trouble due to the lack of records would also add visibility to the matter.

General discussion on plan and conclusions:

- Case study
- SMH panel
- Have AHA advocate
- Washington Post article
- Ad hoc working group

Committee next discussed the issue of contemporary history:

Dr Stewart introduced the issue as one of “Promise and peril.”

Dr Robertson addressed the issue in 2 parts:

Promise: contemporary history can be used

- To identify issues early on
- To create an initial narrative structure
- To insure early gathering of sources
- It has a “forcing function” to collect documents
- Connects events to an historical context
- Ties today to the past
- Provides a context for decisions

Problems:

- Classification issues can limit source availability
- Delays review process
- There are big gaps in records
- “Institutional sensitivity”

- Reputations of serving officers are at risk
- Can appear to be lecturing the army

Contemporary history is not replacing definitive studies.

Dr Pennington wondered if the DAHAC needs to issue a statement on this matter. Dr Stewart said yes, due to push back coming from some senior army leaders. These contemporary historical studies are worth the risk. The issue is if these “quick studies” are taking away resources from official histories. Dr Pennington asked Drs Robertson and Wright to draft said statement.

The next issue to be discussed was military history education and TRADOC as proponent for it in the Army. Mr. King discussed military history as taught in the various officer courses, etc. He noted that *A Guide to the Study and Use of Military History* needs to be updated. Latest issue date is 1982.

Dr Barbuto reported that military history is not really required to be taught in ROTC. Preparation at CGSC of officers is eroding, they know very little @ military history.

General discussion of the poor level of military history training/instruction across the board. One idea would be to track how many hours of military history courses has declined over the years at various schools, courses, etc. Dr Stewart recommended that this info could be gleaned from TRADOC, back to 1973.

Dr Pennington: Discussion turned to the teaching of military history at the US Army War College. Encouraging to have 2 representatives this year from AWC. She described site visit several DAHAC members made to AWC in October 2007. There were concerns about history being incorporated into curriculum. It was hard to pin down. Question was whether military history was really being taught at AWC, and what about the slots for history teaching there?

COL Towery: says they have military history interwoven into curriculum.

Professor Len Fullenkamp of the AWC faculty advised that they teach theory of war and strategy, campaign planning, budgeting, strategic leadership. There are also electives in military history as well. The problem is that now many students are international, and many are DACs, or from other branches, agencies, etc., USANG—a broad constituency. Students are no longer grounded in military history as they once were prior to arriving at the AWC. The stress is on theory now, with use of examples from history to explain it. There are historians in every seminar at the AWC, 20 seminars with historians in them. There is a 30-hour block of military history instruction in the advanced course.

COL Towery observed that not all officers go to the AWC. He advised that they do want to teach history there.

Dr Pennington and Dr Allison discussed their site visit to the AWC and agreed to send COL Towery a copy of their report, which he has not yet seen.

Professor Len Fullenkamp stated that the model the DAHAC is talking about doesn't fit the AWC model.

Dr Stewart pointed out that the AWC has no history department—could history not be institutionalized? Prof. Fullenkamp advised that the chairs of the three depts. divide hours, some of which is devoted to history. COL Towery stated that they will look at the report and their structure and come back to DAHAC next year to discuss it fully.

Discussion next turned to the issue of Military History Detachments (MHDs), with an overview provided by Mr. Bill Epley of CMH. Dr Pennington noted that last year at the DAHAC meeting the concern with MHDs was with collections—do they get copies, etc., of what is needed.

General discussion of transfer of records from CMH to RMDA, MHD practices, guidelines, etc.

Dr. Clarke advised that it is a problem that many MHDs are not properly qualified. Steps have been taken by CMH to improve training prior to deployment. Mr. Epley discussed ways of trying to get qualified people to be MHD commanders. USARC really controls this as most MHDs are reservists.

Meeting adjourned at 1530 for the day.

FRIDAY October 23, 2009

Meeting resumed at 0800.

Dr. Clarke thanked Dr Pennington for her efforts as chair.

Dr. Pennington outlined issues to be discussed today.

First issues = slots for endowed chairs, at military schools. Many financial difficulties. General discussion on this issue. Suggestion made to have DAHAC come up with pool of names of people who could be nominated for chair positions. COL Betros stressed the importance of visiting professors, especially with appropriated funds. Many visiting professorships have gone away due to budgets, declining endowments to pay for them.

Dr. Carafano thought that DAHAC could work to endorse call for financial resources to get endowed chairs, and to build a rationale for them.

Mr. King suggested looking into having professors be contractors, but Dr Stewart stated that if so, the contracts would have to be done competitively. All agreed on importance of visiting chairs. Dr Pennington suggested that the committee get a list of chairs over the years, stress their importance and stature, collect testimonials. Needs to be a long range strategy.

Next issue: where should CMH be organizationally? Consensus is that CMH should be under the DAS, not OAA. CMH does little work OAA; main customer is DAS. Having a Brigadier General as the director of the CMH would also be of great help.

Site visits: Dr Pennington mentioned that these are quite helpful, and that a few have been done in the past. Possible future sites could include: CSI, CALL, CMH, NARA. TRADOC was mentioned as a possibility, but Mr. King advised that the committee would not benefit much because at Ft. Monroe there is not much to see as far as schools, training. Better to go to an active institution where there is instruction.

Dr. Pennington turned next to preparing recommendations to the OAA for later in the day as part of the eventual written report.

Areas to stress:

- Affects on decision making
 - Counterinsurgency
 - Suicides
- Publishing program
 - Wide ranging
 - Depth and perception of the work
- Records preservation
 - NARA and RMDA partnership
- AHEC
 - Staff rides
 - Visitorship
- Restructuring MHD training

Concerns:

- Records management and collection
- MHDs

- Visiting chairs
- Protecting core mission of Army history with resources
- West Point Summer Seminar in Military History—funding with appropriated dollars
- Placement of CMH within the Army

The meeting ended at 1100.

TAB A: Schedule

22 October 2009 (Thursday)

- 7:50 a.m. Pick up DAHAC members at Holiday Inn (500 C Street)
- 8:10 a.m. Arrival. Refreshments (coffee, bagels, and donuts).
- 8:30 a.m. Swearing-in. Announcements. Group photo.
- 8:40 a.m. Open meeting.
- Opening Remarks (Dr. Stewart, Chief Historian)
Welcome and Update on CMH (Dr. Clarke,
Chief of Military History)
Chair Remarks (Dr. Pennington)
Presentation of Agenda Items
Discussion on 2010 Army History Program
CMH Publications (Dr. Stewart and Mr. Tidman, PD)
NARA Update (Paul Wester-NARA)
Records Management and CMH (Dr. Stewart)
National Museum Exhibit Plan and Update (Mr. Hansen-NM)
- 11:45 -1200 a.m. Break and working lunch.
- 12:30 p.m. Open meeting.
- Discussion of Agenda Items (Continued)
Promise and Perils of Contemporary History (CSI)
Status of Military History Education Program (TRADOC)
MHD Training Course Changes (CMH-FP)
History and Visiting Professor Chairs (CGSC, AWC, USMA)
- 4:00 p.m. Chief Historian's reception. (CMH Foyer)
- 5:00 p.m. Shuttle bus departs for Holiday Inn. End of Day One.
- Dinner (on own).

23 October 2008 (Friday)

- 7:45 a.m. Pick up DAHAC members at Holiday Inn.
- 8:00 a.m. Arrival. Refreshments (coffee, bagel, and donuts).
- 8:15 a.m. Report preparation.
- 11:30 a.m. Break and travel to the Pentagon.
- 12:00 --1 p.m. Lunch at the Pentagon. M1, Pentagon Conference Center
(Invited Guests: Ms. Morrow-OAA; LTG Huntoon-DAS; Mr. Lamont-ASA(M&RA))
- 1:00 — 2 p.m. Tour of Army Exhibits in HQDA Corridor (Dalessandro)
- End of Day Two.
- Departure to various airports and locations.

TAB B: DAHAC MEMBERS

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**Meeting of Department of the Army
Historical Advisory Committee (DAHAC)
20 to 21 October 2011**

The following persons attended all or part of the meeting:

Dr. Reina Pennington, Norwich University (Chairman, DAHAC)
Dr. Richard W. Stewart, Chief Historian, Center of Military History (CMH) (Executive Secretary, DAHAC)
Mr. Robert Dalessandro, Director, CMH
Col. Conrado Morgan, Deputy Director, CMH
Mr. Gerald Torrence, Strategic Planner, CMH
Mr. Richard A. Wojewoda, Chief, Army Records Management Division, U.S. Army Records Management and Declassification Agency (RMDA)
Mr. Gerald B. O'Keefe, Deputy Administrative Assistant, Secretary of the Army
Dr. J. Britt McCarley, Chief Historian, U.S. Army Training and Doctrine Command
Col. Bobby A. Towery, Jr., Deputy Commandant, US Army War College (AWC)
Col. Greg Daddis, Department of History, United States Military Academy (USMA)
Dr. James J. Carafano, The Heritage Foundation
Dr. Donald Wright, Chief, Research and Publications, Combat Studies Institute
Dr. John F. Guilmartin, The Ohio State University
Dr. James Willbanks, Department of Military History, U.S. Army Command and General Staff College (CGSC)
Dr. Geoffrey P. Megargee, United States Holocaust Memorial Museum
Dr. Susannah J. Ural, University of Southern Mississippi
Dr. Robert Citino, History at North Texas University
Dr. John Nagl, Center for a New American Security
Mr. Thomas L. Hendrix, Director, U.S. Army Heritage and Education Center (AHEC)
Dr. Joel Meyerson, Director, Histories Division, CMH
Dr. R. Scott Moore, Director, Field Programs and Historical Services Division, CMH
Mr. Michael Knapp, Operations Officer, Museums Division, CMH
Mr. David I. Goldman, Historian, Center of Military History

The following DAHAC Members could not attend:

Dr. William T. Allison, Georgia Southern University
Lt. Gen. John E. Sterling, Deputy Commanding General and Chief of Staff of the U.S. Army Training and Doctrine Command
Brig. Gen. Timothy Trainor, Dean of the Academic Board, USMA
Brig. Gen. Sean B. MacFarland, Deputy Commandant, Command and General Staff College, Fort Leavenworth, KS
Mr. Paul Wester, Jr., National Archives and Records Administration (NARA)
Dr. Eliot A. Cohen, Johns Hopkins University's School of Advanced International Studies

Dr. Stewart called the meeting to order at 0822 on 20 October. The agenda is shown in TAB A. A compendium of the bios of the members and representatives is at TAB B. After welcoming

the members and leading introductions, Stewart briefly adjourned the meeting so that official photographs of the members could be taken.

Dr. Stewart reconvened the meeting at 0834 and presented special awards to four members, Dr. Michael Neiberg, AWC, who had to leave the committee and was not in attendance; Dr. Guilmartin, who was leaving the committee after this year; Dr. Carafano, who was also leaving the committee; and Dr. Pennington, who had served on the committee for nine years, four as chair, and was also leaving. Col. Towery also presented an award to Dr. Pennington from AWC in honor of her service on the committee. Dr. Stewart acknowledged that another new member, Dr. Cohen, could not make the meeting.

Dr. Stewart described some of CMH's recent publications, copies of which were provided to the members. He also noted that the office produced a professional reading list for Chief of Staff of the Army, Gen Martin E. Dempsey, whose tenure was short before he moved to the Chairmanship of the Joint Staff, and that the office was working on a similar reading list for the new chief, Gen Raymond T. Odierno. Furthermore, the Center was in the process of completing a series of commemorative pamphlets on the Persian Gulf War. He added that it was the intention of the Center in the long run to produce a pamphlet on each of the Army's campaigns. Currently in production were pamphlets on the Vietnam War, the Civil War (for the Sesquicentennial), and the War of 1812. Dr. Stewart commented that CMH tries to mix current and older history. Good examples of the former included a new book on the attack on the Pentagon on 9-11 and Dale Andrade's book on the Iraq War. Of retrospective works, the Center published a new work on combat engineers in Vietnam; one on Army transformation after 1989; a book on African-American troops during and immediately after the Civil War, which filled a critical lacuna in the literature; and a book on the short but influential operation in Grenada in 1983. Finally, Dr. Stewart described the Center's display at the annual meeting of the Association of the U.S. Army earlier in the month. He noted that CMH had increased the size and audio-visual components of the Center's display and that, as a result, it had much more exposure. He also described a new publications brochure that the Center was distributing that incorporated the latest technology, i.e., bar codes that people could photograph with their phones and download products automatically.

Dr. Pennington noted that the purpose of the committee was to bring outside academics and members of the military historical community together to evaluate the Army's historical programs and ensure that they are meeting the discipline's standards, provide Army leaders with historical perspective on events, and impress upon them why history is important. She lamented the fact that she had not received any comments back yet from last year's committee report, and she asked the members to consider what kudos and concerns to include in this year's report to the Secretary.

Mr. Dalessandro briefed the committee on CMH's activities over the past year. He noted that Col. Crean, Acting Director during last year's meeting, did a terrific job and had begun a number of initiatives that the Center was continuing to work on this year. Mr. Dalessandro said that he wanted to make CMH a real center of military history, so that all of Army's components were working together and that a victory for any component, be it CSI or TRADOC, would be a victory for all. He noted that Dr. Stewart is the Army's lead academic historian and that both he

and Dr. Stewart were working closely. He added that Mr. Torrence was working on a Strategic plan for the Center, an important job considering all the changes the Center has gone through since the last one was issued.

Mr. Dalessandro noted that last year Gen David Petraeus asked CSI to produce a study of small unit actions in Afghanistan that was similar to the Center's *Seven Firefights in Vietnam* (completed by 1970), but the Center did not have enough personnel, source material, or historians deployed in theater to help with the project. He added that CMH was working to improve that. Fortunately, CSI is putting together a study along these lines, but it has been difficult and it will not have the same turn-around time as the *Firefights* book. Mr. Dalessandro noted as well that CMH had been working closely with TRADOC and the AWC to develop a 5X, military history detachment training program. He added that the Army has had to use Navy historians in theater and that they don't always know how the Army does things. He expected the MHD program to help fix this. The Director noted that the Center had someone on staff to continue making innovations with electronic media, and that this should make the Army's historical products more accessible to young people. In addition, CMH opened a new state of the art museum support center that is collecting material. He expected the Army to open its museum by 2015. Mr. Dalessandro also noted how the Center, working with Mr. O'Keefe, was able to save AHEC from being cut from the Army budget during the year. He added that CMH also got the Army Staff to designate the Military History Institute to be the future repository of all Army Chief of Staff e-mails. The Director also noted that CMH was taking on a new mission at Arlington National Cemetery. The Center had been engaged for a while in helping to improve the Cemetery's functions, and it has now received approval to create a history section. Mr. Dalessandro described the Conference of Army Historians, which the Center held in July. He said it had higher attendance than previous conferences, great panels, and a terrific staff ride of the District's Civil War defenses.

Mr. Dalessandro explained to the committee that CMH did have to take some cuts over the past year, but that most of this was taken from Museums and very little from the history side. The Center didn't lose any capacity; instead, the cuts came from unfilled slots and over-hires. In spite of the cuts, the Director noted that CMH was reestablishing a Pentagon office. He said that we had drifted out of the building over years, and had lost touch with what was happening at Army Headquarters. We now have a curator and a historian there, and we will be engaged regularly with the Army staff and policymaking. We have also moved the office up from the subbasement to OAA. We were able to respond quickly to Gen Dempsey's request for a professional reading list, and we are already working on one for the new Chief, with whom we have already developed a relationship. Dalessandro added that the Vice Chief of Staff is big friend of history. CMH has continued to put together history based exhibits, such as the new Marshall Corridor. It is also working on an exhibit on wounded warriors. These exhibits are seen by tens of thousands of people each year, many of whom are very influential, so it is an important task.

In summing up, Mr. Dalessandro noted that the state of Army history was very vibrant, and that this vibrancy will spread to all the Army historical components. He added that CMH spent more this year than ever before, and that thanks to Mr. O'Keefe's assistance we had more money than we could spend.

The committee adjourned at 0930 and reconvened at 0935.

Dr. Stewart asked if the members had any questions about the Army Historical Program (AHP) report. There were none. He noted that because of the slow pace of DOD mail, it took 2 ½ weeks to get to many members, so they may have not had time to read it. He asked the members to take some time to read it and get back soon with any comments, because it is an important record of the Army historical program's achievements and plans. The committee voted unanimously to approve the draft AHP.

The committee discussed the MHD program. Dr. Stewart noted that Congress is expected to cut back the program in spite of the elevated tempo of operations. As a result, fewer MHD will be deploying. He noted that Joint command had control over where they are deployed, not CMH, and that it had been sending more to Iraq than Afghanistan, even though operations are increasing in Afghanistan. He added that he hoped to be able to gain more control of their deployment and training once operations begin slowing next year. Dr. Moore commented that a group had just finished training at the Center and will be the next to deploy to theater. Col Daddis suggested that CMH needed to contact officers headed to the pre-command course and impress upon them the importance of MHDs. Others on the committee agreed. Dr. Carafano asked who has custody of the records the MHDs collect, and Dr. Stewart responded that CMH has the most comprehensive collection now of theater documents, but it is not the official repository. Instead, CMH's records are considered copies and the originals are the property of the Army Central Command (ARCENT) and the Joint Staff Central Command (CENTCOM). The DAHAC also discussed the difficulties involved with reading and organizing all the material collected, most of which is in electronic form. There was some discussion about the possibility of cooperating with other agencies, such as the National Security Agency, on developing quality search software, although nothing was decided. In addition, it was noted that the prohibition on using USBs was still a problem for the Center, but Mr. Dalessandro added that an O-6 can waive the restriction in theater, thus allowing MHDs to use them.

Dr. Pennington noted that in the draft AHP it was written that the CMH website was the second most popular one in the Army. Mr. Dalessandro and Dr. Moore confirmed its popularity.

The committee also discussed the fine job that USMA was doing with history. Col. Daddis noted that the academy was offering seventy sections of core history classes and that seventy new sophomores decided to major in history. Col. Towery asked Col. Daddis if USMA was tracking how their history cadets do through the remainder of their careers, and Daddis responded that they interview them five years after graduation. Towery thought it would be useful to keep statistics on how history students do in their careers. He added that ROTC produces the most officers with majors in history, but that OCS officers in history remain in the service the longest. Dr. Nagl added that USMA and ROTC grads are usually more talented and are more apt to leave the service for private industry, while OCS officers remain. The committee also noted the slim career opportunities for young officers to pursue history. Col. Towery raised the possibility that they could become Army strategists.

Col Towery asked if the Center could help get funding for term or temporary hires for AWC and TRADOC. He noted that they could be useful in three year declassification projects. Mr. O'Keefe responded that the Army was cutting 10,000 permanent slots and that it was significantly cutting temporary and term positions. As a result, he added, it would not be able to add new slots.

Dr. Pennington noted the importance of Staff Rides and Mr. Hendrix added that they can be valuable teaching tools and cost very little.

The committee discussed the improvement in CMH's display at the Association of the U.S. Army meeting in early October. Mr. Dalessandro commented that next year the Center would work with all the Army historical programs in putting together a display for next year. He added that the display allowed the Center to get beneficial contact with the media and senior leaders. Mr. Dalessandro noted that Brig. Gen. Brown used to attend Army Staff meetings when he was Director, but that the Center does not have as close a connection with senior leaders now. It was agreed that few senior leaders appreciated the importance of history and that the Center needed to find ways to educate them about this. A recent situation at Headquarters, Department of the Army, in which a small committee of colonels almost cut AHEC without getting the decision vetted throughout the service, stood as a case in point. Mr. Dalessandro noted that NMUSA will help improve the image of history in the Army, as the Marine Corps Museum did for its history program.

Mr. Dalessandro said that he was planning partially to centralize all Army history programs under CMH, and he was discussing this with the Army's leadership. He believed the plan would help the Center protect programs, like AHEC. Some asked whether the committee should be involved in this reorganization, but Dr. Pennington responded that it was not something under the committee's purview. Dr. Willbanks asked if the Military History Coordinating Committee (MHCC) could review the changes, but Mr. Dalessandro noted that it was not currently functioning. He was thinking of reviving it, but holding the meetings six months after the DAHAC's.

Mr. Wojewoda briefed the committee on RMDA and Army records management issues. An information paper on the subject is at TAB C. He noted that the Army had two levels of records, its overall collection and operation documents. In addition, NARA had begun an effort to collect Army emails, which it deems to be in acceptable condition. Wojewoda explained that RMDA had created two training teams and had begun a program of site visits to assess their practices and to instruct them on records management issues. It had recently completed such a visit to U.S. Army installations in the Republic of Korea. He noted that RMDA was focusing its attention on the Army's enormous collection of electronic records, and he explained that most organizations were still organized along a paper-record system even though they were producing mostly electronic records. The key to accessing and organizing this material was to develop a quality search engine. RMDA was working with the Army Adjutant General's office to help develop such software, because the Army's lawyers have found that they need an effective search engine to deal with discovery research.

Wojewoda projected that the Army would have a big records management problem in the future, because it was cutting the few records managers it had. As a result, anyone with a keyboard has become a records manager, and there is not enough oversight of process. To help address this shortfall, RMDA had gotten the Army Chief of Staff to put together a directive that will shortly go out Army-wide and emphasize the importance of records management. In addition, RMDA has been working with the Army Inspector General to include records management in its focus for 2013. It was also working with the CIO for G-6 to develop an integrated records management system.

Wojewoda noted that Army Central Command (ARCENT) and Central Command (CENTCOM) had made great strides in its records management and preservation practices since last year. ARCENT was planning to hire new records managers and its program was being led by a very competent lieutenant colonel. He added that ARCENT was building new state-of-the-art records staging facilities in Kuwait and Shaw Air Force Base. He noted as well that CENTCOM recently went through 43 terabytes of its collections and was able to delete unnecessary material and reduce the total to around 30 terabytes.

Wojewoda also explained that RMDA had drawn up a memorandum of agreement with the Engineer Research and Development Center to organize three terabytes of its electronic files. Finally, he noted that U.S. Army Africa was working on capturing Libyan Operational records.

Dr. Pennington asked what the Army had done over the last year to address the committee's three key concerns from 2011, Army wide digitization, getting new resources for records management, and getting the service to comply with records management rules and regulations. Mr. Wojewoda noted that RMDA had briefed the Director of the Army Staff last year on this point and, in response, the Army Staff put together the Chief of Staff directive that he discussed and it had gotten the IG to consider adding records management to its focus areas. In addition, the Army General Counsel was pushing for better records management. Dr. Stewart added that the DAHAC, RMDA, and NARA have been pushing for such improvements over the past ten years and now some progress has been made.

The committee broke for lunch at 1145 and reconvened at 1235.

Col. Daddis briefed the committee on history education at USMA. He noted that the required courses had not changed since last year, but the academy was considering changes to the freshmen course for next year. It would combine western civilization and military history into one year of study and allow cadets to do a regional focus the second year. Daddis also asked the committee to help promote USMA's new oral history programs in Holocaust studies. He explained that USMA had been working with Dr. Megargee and the Holocaust Memorial on this effort. He added that the academy was also opening a new military history center and that the documentary film maker Ken Burns would be guest speaking there soon. In response to a question from Dr. Pennington, Daddis explained that the Holocaust center was funded with private donations. Responding to Dr. Nagl, Daddis explained that the changes to the freshman program would allow cadets more time for regional specialization. He added that cadets take 4 history classes now.

Dr. Willbanks described the program at the CGSC. He noted that the college was offering satellite courses. In addition, he described its very successful program to hire wounded warriors. The college recently hired four that it would sponsor to get their masters and PhDs in history. Then the hires would go through a one year training program during which they would be mentored by senior instructors. He noted, however, that the program was not as robust recently. Willbanks explained that all students received 60-hours in history. He also described the college's Stofft Chair, which gives one instructor at the college the time and resources to do independent research. There was also a program begun by Gen Dempsey to put together a coterie of officers who have graduated from the college and specialized in history. At the moment, there were eight in this program.

Willbanks explained that CGSC had begun outreach efforts in local libraries in Kansas City and at the Dole Center at the University of Kansas. There general consensus among the committee that this sort of outreach was beneficial to the Army and the Army historical program.

Willbanks noted that while the college had no challenges at the moment, it was expecting funding problems in the future and it did not expect to do any hiring for the next three years.

In response to questioning, Willbanks noted that about 12 percent of CGSC's curriculum was in history and that these courses were taught by experienced historians. These classes involved a lot of reading followed by class discussion of the works assigned.

The DAHAC members discussed the need to develop some metric to gauge how much coursework in Army schools actually involved history and not just lessons-learned. Col. Towery noted that the AWC was trying to have at least one PhD historian in each of its seminars. He added that the Omar Bradley Foundation had also funded three interns.

The members also talked about the need to develop cooperative training programs for 5X historians. Mr. Dalessandro noted that MHD training had improved significantly, but he wanted to increase the numbers. Mr. Hendrix noted that they needed better instruction on how to work with files.

Dr. Pennington commented that the DAHAC site visit to AWC in 2007 was quite adversarial, but that Col Towery began coming to the meetings afterwards and that his work had been commendable. She asked what the role of history was at the AWC, which was the capstone school of the Army educational system, and it did not produce, and was not expected to, historians. Dr. Carafano responded that officers with combat experience often believe that because of this experience they already understand warfare; however, they often do not and history can teach them important lessons. Col Towery suggested having MHDs linked with historians as mentors.

Dr. McCarley described TRADOC's programs. He noted that as a result of the DAHAC site visit to Leavenworth, the School of Advanced Military Studies in part had reintegrated history back into its program. Also, the command was doing work to prepare for cuts to its budget by forming teams to analyze its curriculum and possibly redesign it. McCarley also that TRADOC was making history coursework a pre-commissioning requirement for ROTC cadets. He added

that TRADOC and CMH were informally cooperating on continuing to update *Army Military History*. Also, in terms of ROTC, TRADOC had rewritten its exams in history to combine objective assessment and essays. Its curriculum includes a core of books plus the 2 volume *Army Military History* books that CMH produces. The committee discussed some of the problems with ROTC history instruction, and many members believed that CMH could advocate for its improvement. McCarley added that the Army did not require history instructors for the captain's course to be a 5 X historian.

The committee adjourned at 1410 and reconvened at 1420.

Dr. Wright briefed the committee on CSI. He noted that the institute had been functionally relocated from the Command and General Staff College to the Leader Development and Education section of the Combined Arms Center. As a result, it was now closer to the 1-star, which was an improvement from last year. It now had six missions: research and publications, staff rides, the contemporary operations studies, military history instructional support, the Combined Arms Center Command Historian Office, and the Frontier Army Museum. CSI has a staff of 24 people, 3 of which handle the frontier museum. It had only one full-time writer, so it was heavily dependent on contractors to write its histories. At the time, it had five such contracts worth \$1.5 million and involving 17 people.

Wright explained that CSI had very little control over these contracts, or who the contractor hires. In addition, CSI had to compete with other TRADOC organizations for contract funds. Wright described the Operational Leadership Experience Project Team, which was part of the research and publications division. It currently had 2,200 interviews with CGSC students, faculty, and others, that it had posted on-line. He explained, however, that this was also a contract function and it was currently funded under Overseas Contingency Operations (OCO); however, if this source was scaled back because of a diminution of the Army's operations, the program will have to be shuttered. Also, it was not clear who would maintain the interviews on-line. He asked whether the Center could push the Army to include its funding under the Program Objective Memorandum (POM) budget process. Mr. Dalessandro responded that the POM was under a seven-year cycle, so it was hard to do planning under that. He thought that OCO funding would continue in FY 2012, but that it would be directed by the Office of the Secretary of Defense.

Wright explained that CSI often had the same authorizations as it did in 2004, but that it had fewer uniformed officers doing history work, so its overall staffing was down. He also described the controversy over the Wanat Study. It was a CSI contract history of a controversial battle in Afghanistan in 2007, during which a number of soldiers were killed. He said that someone, possibly a CSI contractor, had leaked an early draft that had not yet been reviewed by CSI's full-time staff to the military historian and defense commentator Tom Ricks. Some of the parents of the soldiers killed were upset by the contents of the study. Wright claimed that the controversy dominated CSI's efforts for 12-14 months. CSI personnel had to meet with some of the family members and explain what had happened.

Wright described CSI's Virtual Staff Rides, which allow one to see an operation from 3 dimensions, and it's Staff Ride in a Box, which would allow people to run the virtual rides on

other computers. He said the Staff Ride in a Box included three Iraqi Freedom battles. Wright noted that CSI had a new team that was writing company-level battle operation narratives, which will be co-published with CMH.

Dr. Stewart discussed the new Army Civilian Career field. A team was putting together plans for how to recruit, initially train, and develop historians over time. The Army was also devoting training funds to the effort, \$34,000 this year. At present, there were about 400 Army historians and museum personnel. The program would also provide paid career internships.

Dr. Stewart then briefed the committee on the status of the DAHAC. He noted that DOD wanted to reduce the number of its federal advisory committees from 22 to 11. As a result, many committees had to come up with reasons to justify their existence. He noted that the DAHAC was actually a subcommittee of the DOD Historical Advisory Committee, so this made it more vulnerable. Mr. Dalessandro added that the Army has to find another committee to fit under. OSD had recommended the General Education Committee, but it did not want a new subcommittee and CMH determined that it would not be a good fit. He noted that even if DAHAC is cut, CMH would still have an advisory committee, although it would not be classified as a federal one. He added that the members would still have much the same impact, but they would not have to fill out the numerous forms that DOD began requiring this year under FACA rules.

Dr. Stewart noted that CMH was considering changing the dates of the DAHAC. He explained that holding it in October, at the beginning of the fiscal year, is always problematic because of the government's continuing difficulties in coming to an agreement on the federal budget. He described some of the other options and the members seemed to agree that mid-September may be a preferred time to hold it, but no firm decision was reached. Stewart added that CMH would probably revive the Military History Coordinating Committee, which was not held last year, but that its meeting would be held six months before the DAHAC's.

The meeting adjourned at 1515 for the Chief Historian's reception.

Dr. Pennington reconvened the meeting at 0805 on 21 Oct 2011. Carafano, Nagl, and O'Keefe were not in attendance.

The committee discussed some possible dates for future site visits with a 3-4 person team to USMA, AWC, CGSC, and CMH. She also raised the possibility of visiting NARA. The committee agreed that they would need about 2 ½ days to conduct a site visit at CMH in conjunction with a DAHAC meeting. Such a visit would include a trip to the new Museum Support Center at Fort Belvoir and to the Pentagon. Col Towery suggested that the best time to come to the AWC would be between late August and early December. He also proposed that the DAHAC combine a site visit with the AWC and a DAHAC meeting there. He added that the AWC could handle most of the logistical arrangements for the members and senior Army leaders. The members tentatively agreed to have a meeting and site visit at the AWC in 2012 and the one at CMH in 2013. Willbanks and Daddis proposed USMA for 2014. The committee agreed to continue to discuss these arrangements by email after the meeting and come up with a firm schedule.

The committee then discussed the “kudos and concerns” that Dr. Pennington would include in her final report to the Secretary. Some of the key kudos discussed were CSI’s tactical combat studies, uses of history in national decision making, progress on records management, recent CMH and CSI publications, progress with MHDs, USMA’s new Holocaust Studies Center, Army historian’s public outreach programs, the popularity of CMH’s website, and the effort that went into saving AHEC from being cut. Some key concerns included the possible loss of the DAHAC’s connection to OSD if it the DAHAC loses its federal advisory status, the lack of institutionalized training for MHDs if the Army cuts back on the program, the lack of IG enforcement of records management rules and regulations, and the continued reliance on outsourcing in Army history programs.

Dr. Pennington adjourned the meeting at 1100, so that the members could travel to the Pentagon for a brief review of CMH’s latest improvements to the building’s corridor displays and to attend the luncheon with senior Army leaders.

TAB A

DAHAC 2011 SCHEDULE:

(As of 6 Oct 2011)

20 October 2011 (Thursday)

- 7:50 a.m. Pick up DAHAC members at Holiday Inn (550 C Street)**
- 8:10 a.m. Arrival at CMH.** Refreshments (coffee, bagels, and donuts).
(Conference Room, CMH, Fort McNair, Building 35 Collins Hall)
- 8:30 a.m. Initial Announcements.** (Dr. Stewart and Mr. Dalessandro)
Group photo.
Photo for Honorees
- 8:40 a.m. Open meeting.**
- Opening Remarks (Dr. Stewart, Chief Historian)
Chair Remarks (Dr. Pennington)
Welcome and Update on CMH –Restructuring the Army History Program (Mr. Robert Dalessandro Director, CMH)
Discussion on 2012 Army History Program (Dr. Stewart)
Vote on 2012 Army History Program (Chair)
CMH Publications 2010-2011 (Dr. Stewart)
Presentation of Agenda Items
Army Records Management Update (RMDA)
Military History Education Program (MHEP) Update
a. USMA
b. CGSC
c. AWC
d. TRADOC
- 11:45 -12:30 p.m. Break and working lunch.**
- 12:30 p.m. Open meeting. (Continues)**
Status of CSI
Career Program 61 for Historians and Museum Personnel
The Future of DAHAC
- 3:30-4:30 p.m. Chief Historian’s reception. (CMH Foyer)**
- 4:40 p.m. Shuttle bus departs for Holiday Inn. End of Day One.**
Dinner (on own).

21 October 2011 (Friday)

- 7:45 a.m. Pick up DAHAC members at Holiday Inn.**
- 8:00 a.m. Arrival. Refreshments (coffee, bagel, and donuts).**
- 8:15 a.m. Report preparation. (Chair)**
- 11:30 a.m. Break and travel to the Pentagon.**
- 12:00 --1 p.m. Lunch at the Pentagon. Pentagon Conference Center B-4**
(Guests: Ms. Morrow-OAA; LTG Troy-DAS; Mr. O'Keefe-DOAA
accepted. Invited not yet responded--Mr. Lamont-ASA (M&RA)
- End of Day Two.
- Departure to various airports and locations.

TAB B

DAHAC MEMBER AND REPRESENTATIVE BIOGRAPHIES

[current as of 15 Sep]

MEMBERS:

Dr. Reina Pennington, Chair of the DAHAC, served as an intelligence officer and Soviet analyst in the U.S. Air Force from 1978 to 1987. Her principal duty assignments were with the Fighter Weapons School, Defense Intelligence Agency, and Alaska Air Command. Dr. Pennington holds a BA in Soviet studies, an MA in history, and a PhD in European, military and Russian history. She is currently employed as an associate professor of history at Norwich University, Vermont. Dr. Pennington is the recipient of three teaching awards. Her articles have appeared in *Air Force Magazine*, *Airpower Journal*, *Journal of Slavic Military Studies*, *Minerva*, *the Journal of Military History*, *MHQ: Military History Quarterly*, and *Air and Space/Smithsonian*. She is the author of two books: *Wings, Women, and War: Soviet Airwomen in World War II Combat* and *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women*. She is presently working on a study of Russian military history. Dr. Pennington has served on the DAHAC since 2003 and this is her fourth and final year as the Chairperson of the DAHAC.

Mr. Gerald B. O'Keefe is the Deputy Administrative Assistant to the Secretary of the Army. He was commissioned in Engineering Branch from the U.S. Military Academy in 1981 and served in the Army in positions of greater responsibility until May 2009. He was appointed to the Senior Executive Service in May 2009 and became the Deputy Administrative Assistant to the Secretary of the Army in August of 2010. He holds a Master's of Science degree from the Industrial College of the Armed Forces, a Master's of Engineering from Pennsylvania University and a BS from the U.S. Military Academy. This is Mr. O'Keefe's second year on the DAHAC.

Dr. John F. Guilmartin is a professor of History at the Ohio State University. He is an authority on military history, maritime history, and the history of technology. He is an early modern Europeanist whose research focuses primarily on the sixteenth and seventeenth centuries. He also is interested in aerospace history and has written about the Vietnam War and the Gulf war. Professor Guilmartin is well known for his *Gunpowder and Galleys: Changing Technology and Mediterranean Warfare in the Sixteenth Century*. More recently he has published *Galleons and Galleys*, and *A Very Short War: The Mayaguez and the Battle of Koh Tang*. Professor Guilmartin is currently working on a general military history of the Vietnam War for Harvard University Press, tentatively titled *The Unending War*. He received his B.S. from the United States Air Force Academy and his M.A. and Ph.D. from Princeton University. This is Professor Guilmartin's fourth and final year as a member of the DAHAC.

Dr. Bill Allison is Professor of History and Chair of the Department of History at Georgia Southern University, joining the faculty there in 2008. He served temporarily as a

Visiting Professor at the Air War College in Montgomery Alabama in the 2010-2011 academic year. He was Professor of History at Weber State University, Utah, from 1999-2008. He earned his Ph.D. in history at Bowling Green State University in 1995. During the 2002-2003 academic year, he was Visiting Professor in the Department Strategy and National Security at the Air War College. He specializes in American military and diplomatic history and is author of *American Diplomats in Russia: Case Studies in Orphan Diplomacy* (Praeger, 1997), *Witness to Revolution: The Russian Revolution Diary and Letters of J. Butler Wright* (Praeger, 2002), *American Military History: A Survey from Colonial Times to the Present*, coauthored with Jeffrey Grey and Janet G. Valentine, *Military Justice in Vietnam: The Rule of Law in an American War* (University Press of Kansas, 2007), and *Tet: Brief History with Documents* (Routledge, 2008). Allison is currently working on books on the My Lai massacre for Johns Hopkins University Press, and the Gulf War of 1991 for Palgrave. He is active in the Society for Military History and has been a member of the DAHAC since 2007.

Dr. James Jay Carafano is a senior research fellow with the Heritage Foundation. A retired lieutenant colonel in the U.S. Army, Dr. Carafano graduated from the U.S. Military Academy and later received his master's and doctorate degrees from Georgetown University. Among his several command and staff assignments, Dr. Carafano taught history at the Military Academy, managed a branch at the Center of Military History, served as the head speechwriter for the Army Chief of Staff, and was executive editor of Joint Force Quarterly.

A prolific author, Dr. Carafano has written articles for USA Today, New York Post, Washington Times, Boston Globe, and Philadelphia Inquirer. His books include GI Ingenuity, Homeland Security, Winning the Long War, Waltzing Into the Cold War, and After D-Day. This is Dr. Carafano's fourth and final year on the DAHAC.

Lieutenant General John E. Sterling is the Deputy Commanding General and Chief of Staff of the U.S. Army Training and Doctrine Command at Fort Monroe, Virginia. General Sterling was commissioned in the Engineer Branch in 1976 upon graduation from the U.S. Military Academy. He has served in engineer leadership positions from platoon leader through brigade command in the 1st Armored Division, the 5th Infantry Division and the 3rd Infantry Division. He was the Chief of Staff of the 3rd Infantry Division from 2001-2003, including the initial combat operations of Operation Iraqi Freedom. He is a graduate of the Army's Command and General Staff College, the School of Advanced Military Studies, and the National War College and holds a Master's Degree in Civil Engineering from the University of Illinois and a Master's Degree in Military Arts and Science and National Security Studies.

Brigadier General Timothy Trainor is the 13th Dean of the Academic Board at the United States Military Academy at West Point, New York. He was appointed as the Dean in August 2010. General Trainor graduated with a Bachelor of Science degree from the U.S. Military Academy in 1983 and was commissioned into the Engineer Branch. He has served in operational assignments around the world to include Germany, Honduras, and Bosnia. He served in Iraq in 2007, working with the UK -led Provincial Reconstruction Team in Basra. He

holds an MBA from the Fuqua School of Business at Duke University and a Ph.D. in Industrial Engineering from North Carolina State University.

Brigadier General Sean B. MacFarland is the Deputy Commandant of the Command and General Staff College of the Combined Arms Center, Fort Leavenworth, Kansas. He was commissioned in the Armor Branch after graduating from the U.S. Military Academy in 1981. He is a graduate of the Armor Officer Basic and Advanced courses, the Army's Command and General Staff College, the School of Advanced Military Studies, and the Industrial College of the Armed Forces. Among his many assignments were operations in Bosnia, Macedonia, and Iraq. He commanded the 1st Brigade, 1st Armored Division in Operation Iraqi Freedom from July 2005 to May 2007.

Colonel Bobby A. Towery, Jr. is Deputy Commandant of the United States Army War College. He graduated from the University of Mississippi as a Distinguished Military Graduate with a B.B.A. in accounting auditing. He received an M.E. in education from the University of Mississippi and an M.S. in Strategic Studies from the United States Army War College. He has served in a variety of command and staff assignments in the United States, Korea, and Southwest Asia, most recently as Commander of the 61st Ordnance Brigade and Chief of Staff, United States Army War College. He also served as Assistant Professor of Military Science at the University of Mississippi.

Mr. Paul M. Wester, Jr. is the Director of Modern Records Programs in the National Archives and Records Administration's Office of Records Services – Washington, DC (NW). In this position, Mr. Wester is responsible for the overall management and performance of NARA's agency-facing activities in the Washington, DC area, including the Initial Processing and Declassification Division, the Electronic and Special Media Services Division, the Life Cycle Management Division, and the Washington National Records Center. Mr. Wester also directs NARA's National Records Management Program, coordinating the activities of headquarters and regional records management staff in support of NARA's overall strategic plan and NARA's Strategic Directions for Federal Records Management. Mr. Wester is a member of the US delegation to the ISO TC-46/SC-11 committee for the development of the international records management standard, ISO 15489. Mr. Wester frequently engages audiences across the Federal community and internationally on archival and records management issues. Mr. Wester holds an undergraduate degree in history and Master of Arts and Master of Library Science degrees from the University of Maryland.

NOMINATED FOR MEMBERSHIP BUT NOT YET CONFIRMED

Dr. Eliot A. Cohen is Robert E. Osgood Professor at Johns Hopkins University's School of Advanced International Studies (SAIS). He directs the strategic studies program at SAIS and the Philip Merrill Center for Strategic Studies, which he founded. He has twice won the SAIS

Excellence in Teaching Award. For ten years he led a SAIS partnership with the Maxwell School of Syracuse University in providing executive education to general officers and senior Defense Department officials, the National Security Studies program.

A 1977 graduate of Harvard College he received his Ph.D. there in political science in 1982. From 1982 to 1985 he was Assistant Professor of Government at Harvard, and Assistant Dean of Harvard College. In 1985 he became a member of the Strategy Department of the United States Naval War College. In February 1990 he joined the Policy Planning Staff of the Office of the Secretary of Defense, and in July of that year he was appointed professor of strategic studies at SAIS.

From April 2007 through January 2009 he served as Counselor of the Department of State. A principal officer of the Department, he had special responsibility for advising the Secretary on matters pertaining to Iraq, Afghanistan, Iran, Pakistan, and Russia, as well as general strategic issues. He was the lead Department of State liaison with the Deputy National Security Advisor for Iraq and Afghanistan. He represented the Department of State in interagency coordination with senior National Security Council staff, Department of Defense, and intelligence community officials on a number of issues, including the Syrian/North Korean reactor crisis of 2007, and the Somali piracy problem in 2008.

Dr. Cohen is the author of the prize-winning *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime* (2002). His other books are *Commandos and Politicians* (1978) and *Citizens and Soldiers* (1985). He is, as well, co-author of *Military Misfortunes: The Anatomy of Failure in War* (1990), *Revolution in Warfare? Air Power in the Persian Gulf* (1995), and *Knives, Tanks, and Missiles: Israel's Security Revolution* (1998), and co-editor of *Strategy in the Contemporary World* (2002) and *War over Kosovo* (2001). In 1991-1993 he directed and edited the official study of air power in the 1991 war with Iraq, *The Gulf War Air Power Survey*.

Dr. John Nagl is the President of the Center for a New American Security. He is also a member of the Defense Policy Board, a Visiting Professor in the War Studies Department at Kings College of London, a life member of the Council on Foreign Relations and the Veterans of Foreign Wars, and a member of the International Institute of Strategic Studies. Dr. Nagl was a Distinguished Graduate of the United States Military Academy Class of 1988 who served as an armor officer in the U.S. Army for 20 years. His last military assignment was as commander of the 1st Battalion, 34th Armor at Fort Riley, Kansas, training Transition Teams that embed with Iraqi and Afghan units. He led a tank platoon in Operation Desert Storm and served as the operations officer of a tank battalion task force in Operation Iraqi Freedom, earning the Combat Action Badge and the Bronze Star medal. Nagl taught national security studies at West Point's Department of Social Sciences and in Georgetown University's Security Studies Program and served as a Military Assistant to two Deputy Secretaries of Defense. He earned his Master of the Military Arts and Sciences Degree from the U.S. Army Command and General Staff College, where he received the George C. Marshall Award as the top graduate, and his doctorate from Oxford University as a Rhodes Scholar.

Dr. Nagl is the author of *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam* and was on the writing team that produced the U.S. Army/Marine Corps Counterinsurgency Field Manual. His writings have also been published in *The New York Times*, *Washington Post*, *The Wall Street Journal*, *Foreign Policy*, *Parameters*, *Military Review*, *Joint*

Force Quarterly, *Armed Forces Journal*, *The Washington Quarterly*, and *Democracy*, among others.

Dr. Robert Citino is currently Professor of History at North Texas University. He received his B.A. in History from Ohio State University and his M.A. and Ph.D. degrees in History from Indiana University. He is the recipient of the 2009 ABC-CLIO Spencer Tucker Award for outstanding service to the field of military history and has received numerous awards for his outstanding teaching abilities. He recently served as the Charles Boal Ewing Visiting Professor of Military History at the U.S. Military Academy and was Professor of History for eighteen years before that at Eastern Michigan University. He is the author of numerous books and journal articles including *Death of the Wehrmacht: The German Campaign of 1942*, *The Path to Blitzkrieg: Doctrine and Training in the German Army, 1920-1939*, *The Evolution of Blitzkrieg Tactics*, and the award winning *Blitzkrieg to Desert Storm: The Evolution of Operational Warfare*. His forthcoming book from the University Press of Kansas also deals with German military history in World War II: *Fighting a Lost War: the Wehrmacht's Campaigns of 1943*. He is very active in the Society for Military History.

Dr. Susannah J. Ural is currently Associate Professor of History at the University of Southern Mississippi specializing in the U.S. Civil War era. Before joining the faculty at Southern Mississippi, she was an Assistant and Associate Professor at Sam Houston State University. She received her B.A. in History and Political Science from the University of Vermont and her M.A. and Doctorate degrees in History from Kansas State University. She is the author of *The Harp and the Eagle: Irish-American Volunteers and the Union Army, 1861-1865*, and is the editor of *Civil War Citizens: Race, Ethnicity and Identity in American's Bloodiest Conflict*. She has, in addition, written numerous articles for journals on aspects of the U.S. Civil War and has a regular book review series in *Civil War Times Illustrated*. She is an active member in the Southern Historical Association, the American Irish Historical Society, the Civil War Preservation Trust, and the Society for Military History.

Dr. Geoffrey P. Megargee is currently Senior Applied Research Scholar at the Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum. He is the project director and editor in chief for the Museum's seven-volume *Encyclopedia of Camps and Ghettos, 1933-1945* and volume editor for two of the volumes. He also served for two years as a researcher on the United States Commission on National Security in the 21st Century (The Hart-Rudman Commission). He was awarded his B.A. from St. Lawrence University, his M.A. in European History from San Jose State University, and his Ph.D. in Military History from the Ohio State University. Among his awards are a J. William Fulbright Grant for study in Germany, a Ruth Higgins Dissertation Fellowship from The Ohio State University, and the 2001 Society for Military History Distinguished Book Award for his book *Inside Hitler's High Command*. In addition, for his first volume of The Encyclopedia of Camps and Ghettos, he was awarded the 2009 National Jewish Book Award, the 2010 Judaica Reference Award, the *Library Journal's* Best of Reference 2009 and *Choice* magazine's 2010 Outstanding Academic Title. He

is a member of the Historical Society, the Army Historical Foundation, the Society for Military History, and the United States Commission on Military History.

REPRESENTATIVES:

Representing the Combined Arms Center

Dr. Don Wright received his Ph.D. in European and Russian history from Tulane University in 2001. His dissertation focused on the Russian Imperial Army in the decade leading up to the First World War.

In 2003, Dr. Wright began working as a historian at the U.S. Army Combat Studies Institute. In 2006, he became the chief of the Contemporary Operations Study Team (COST) at the institute which researches the Army's campaigns in the Global War on Terror and writes historical studies of those campaigns. He co-authored the team's first publication, *On Point II: Transition to the New Campaign*, which focused on Operation IRAQI FREEDOM and was published in June 2008. In August 2010, CSI released the team's first study of Operation ENDURING FREEDOM, titled *A Different Kind Of War*. This work, for which Dr. Wright served as lead author, looked closely at the US Army in the first four years of the Coalition campaign in Afghanistan. Currently, Dr. Wright is the Chief of CSI's Research and Publications Team and concurrently serves as deputy director of the institute.

He has also served in the United States Army. He spent four years on active duty as an infantry officer and has held a variety of positions in the Louisiana National Guard and USAR including Company Commander, Battalion Operations Officer, and Battalion Executive Officer.

Representing TRADOC

Dr. J. Britt McCarley is the chief historian for the U.S. Army Training and Doctrine Command. Prior to assuming his present position, Dr. McCarley has served as the command historian for the U.S. Army Test and Evaluation Command and the U.S. Army Air Defense Artillery Center and School. He also held historian positions with the U.S. Army Quartermaster Center and School and the National Park Service.

Dr. McCarley received his Bachelor of Arts degree and Master of Arts degree, both in history, from Georgia State University. His doctorate in U.S. history was earned at Temple University. Dr. McCarley is the author of The Atlanta Campaign, and a contributor to The Whirlwind War and Beyond Combat.

Representing USMA

COL Greg Daddis is an Academy Professor in the Department of History at the United States Military Academy, West Point, New York. A West Point graduate, he has served in numerous army command and staff positions in the United States and overseas and is a veteran of both Operations Desert Storm and Iraqi Freedom. He holds a PhD from the University of

North Carolina at Chapel Hill and currently is the course director for West Point's History of Unconventional Warfare course. His book, *No Sure Victory: Measuring U.S. Army Effectiveness and Progress in the Vietnam War*, is forthcoming from Oxford University Press.

Representing USAC&GSC

Dr. James Willbanks is the director of the Department of Military History at the U.S. Army Command and General Staff College at Fort Leavenworth, Kansas and occupant of the George Marshall chair in military history. A retired lieutenant colonel of Infantry, Dr. Willbanks has served in Southeast Asia, Europe, and the United States, earning the Silver Star, Bronze Star, Purple Heart, and Combat Infantryman's Badge. He received his Bachelor of Arts degree in history from Texas A & M University, His Master of Arts degree and Doctorate, both in history, were earned from the University of Kansas.

Prior to assuming his present duties, Dr. Willbanks was an instructor at the Department of Joint Multinational Operations (Fort Leavenworth), specializing in theater campaign planning. He is the author of *Abandoning Vietnam*, *The Battle of An Loc*, and *The Tet Offensive*, and he is the editor of *The Vietnam War*, which is a volume in *The International Library of Essays on Military History*. Dr. Willbanks joined the DAHAC in 2005.

TAB C

(UNCLASSIFIED)

INFORMATION PAPER

AAHS-RDR
20 OCT 2011

SUBJECT: Records Management and Declassification Agency (RMDA) Records and Information Management Status Report to the Department of the Army Historical Advisory Committee (DAHAC)

1. Purpose: To provide the DAHAC information on how Army is complying with the Secretary of the Army tasking to assess records management practices and procedures and provide a comprehensive solution for Army.

2. Facts:

a. HQDA Records Management Working Group: Two-tiered governance structure: Staff level group (chaired by OAA-AHS Executive Director) Senior level group (co-chaired by the Administrative Assistant to the Secretary of the Army, CIO/G-6 and General Council).

b. RMDA-Records Management Division is chairing the Enterprise Collaboration Services Records/Content Management Working Group. The purpose of this working group is the creation of records and content management policy for CIO/G6's Enterprise-wide SharePoint offering through the Defense Information Systems Agency (DISA).

c. Office of the General Counsel Army Cyber Law Working Group: Purpose is to identify capability gaps related to Defense Information Systems Agency (DISA) E-mail migration.

d. Ongoing Actions:

(1) Command/Installation visits (7)

(2) Visit to USF-I with Joint Staff / CENTCOM / Navy / NARA resulting in capture of up-to fifty-three (53) Terabytes (TB) of wartime data

(3) RMDA visit to USFOR-A (Afghanistan), NATO (Brussels), EUCOM/AFRICOM/USAREUR (Germany) with Joint Staff /CENTCOM/USARCENT/NAVY/ NARA (Dec 11)

(4) Staff Assistance Visits (53)

(5) Work with DOD and other Services

(a) DOD RM Working Groups (FRC/ BRIDG / JPRIG)

(b) CENTCOM / ARCENT / Joint Staff / Air Force / Navy

(c) NATO RM Working Group.

e. All Federal Agencies face similar challenges

(1) Recordkeeping practices still rooted in paper-based world.

(2) Per 2011 NARA self-assessment, Army is mid-range within Government agencies.

f. Army leads the way in:

(1) Army Records Information Management System (ARIMS) electronic archive.

(2) Record File Consolidation (reducing 6006 file numbers by 90%)

g. Army's Weaknesses:

(1) Command emphasis at all levels: Army Chief of Staff Letter

(2) Training (Military and Civilian): New Training Modules and Mobile Training Team.

(3) Compliance and enforcement: Inspector General Item of Interest

(4) IT integration: No IT solution as yet – “user issue”

(5) Resources

(a) Records Management is an additional duty

(b) Army eliminated designated Administrative Specialists

3. Contingency Operations (CONOPS) Records Capture:

a. Army Central Command (ARCENT) has overall responsibility to capture Army theater records in coordination with US CENTCOM.

(1) Developed Command Program

(2) Improvement of Records Management Training

(3) ARCENT collected three (3) Terabytes (TB) of electronic data from Army units during its AOR visit in NOV 2010.

(4) ARCENT collected three (3) TB of Detainee interrogation records from Iraq.

(5) ARCENT will inventory forty (40) boxes of OIF Detainee interrogation records collected and shipped to MacDill AFB January 2011.

(6) Collection of Financial records received from Iraq (including Commanders' Emergency Response Program (CERP) funds: 2500 standard file boxes. (Expecting 40 new boxes per week until Dec 2011)

2

(7) ARCENT is establishing an Interim Records Staging Facility in Kuwait and a Records Holding Area at Shaw AFB.

(8) ARCENT has integrated records management into its Organizational Inspection Program.

(9) Establishing a Memorandum of Agreement with the Engineer Research and Development Center to organize three (3) TB of wartime records as a cost-saving measure

b. USCENTCOM is collecting Afghanistan Records from the Army Regional Divisions.

c. USARAF focusing on capturing Libyan Operational records

**Meeting of Department of the Army
Historical Advisory Committee (DAHAC)
21 to 22 October 2010**

The following persons attended all or part of the meeting:

Dr. Reina Pennington, Norwich University (Chairman, DAHAC)
Col. Peter Crean, Acting Director, Center of Military History (CMH)
Dr. Richard W. Stewart, Chief Historian, Center of Military History (Executive Secretary, DAHAC)
Mr. Steve A. Raho, III, Director, U.S. Army Records Management and Declassification Agency (RMDA)
Mr. Gerald B. O'Keefe, Deputy Administrative Assistant, Secretary of the Army
Mr. Richard A. Wojewoda, Chief, Army Records Management Division, RMDA
Dr. William G. Robertson, U.S. Army Combined Arms Center, Combat Studies Institute (CSI)
Dr. William T. Allison, Visiting Professor, U.S. Air Force School for Advanced Air and Space Studies (SAASS) (DAHAC)
Dr. Michael S. Neiberg, Harold K. Johnson Visiting Professor, Chair of History at the Army War College (DAHAC)
Lt. Gen. John E. Sterling, Deputy Commanding General and Chief of Staff, U.S. Army Training and Doctrine Command (TRADOC)
Dr. John T. Kuehn, Associate Professor, U.S. Army Combined Arms Center, Command and General Staff College (CGSC).
Dr. J. Britt McCarley, Chief Historian, U.S. Army Training and Doctrine Command
Col. Bobby A. Towery, Deputy Commandant, US Army War College (AWC)
Lt. Col. Mark Viney, Director, U.S. Army Heritage & Education Center (AHEC)
LTC (P) Greg Daddis, Professor, Department of History, United States Military Academy
Dr. James J. Carafano, The Heritage Foundation
Dr. Donald Wright, Combat Studies Institute
Mr. Michael Carlson, Director, Electronic and Special Media Records Services Division, National Archives and Records Administration
Dr. John F. Guilmartin, The Ohio State University
Dr. Mark P. Parillo, Associate Professor, Kansas State University, Institute of Military History and 20th Century Studies.
Col. Gary Bowman, Deputy Director (IMA), Center of Military History
Mr. Robert Dalessandro, Assistant Chief of Military History for Museums
Ms. Beth Mackenzie, Acting Director, Publications Division, CMH
Dr. William Hammond, Chief, General History Branch, Histories Division, CMH
Dr. Rebecca Raines, Acting Director, Field Programs and Historical Services Division, Center of Military History
Dr. Charles Cureton, Chief, Museum Division, Center of Military History
Dr. Steve Carney, Historian, Field Programs and Historical Services Division
Lt. Col. Kenneth Foulks, IMA, Center of Military History
Dr. Thomas Boghardt, Historian, Center of Military History
Dr. John Maass, Historian, Center of Military History
Mr. David I. Goldman, Historian, Center of Military History

Missing DAHAC Members were:

Brig.Gen . Timothy Trainor, Dean of the Academic Board, USMA

Mr. Steve Vogel, Washington Post

LTG Robert L. Caslen, Jr., Combined Arms Center, Fort Leavenworth, KS

BG Sean B. MacFarland, Command and General Staff College, Fort Leavenworth, KS

Mr. Paul Wester, National Archives and Records Administration

Dr. Pennington called the meeting to order at 0835 on 21 October. The agenda is shown in TAB A. A list of members and representatives is at TAB B.

Dr. Stewart welcomed everyone. He informed the committee that Mr. Vogel could not attend the meeting, Mr. Wester from the National Archives would be represented by Michael Carlson, and Dr. Kuehn from CGSC would represent Dr. James Willbanks. He also welcomed Gerald B. O'Keefe, Deputy Administrative Assistant, Secretary of the Army, to the committee. Finally, Dr. Stewart noted that Lt. Gen. Sterling would be attending the meeting tomorrow, so the report on the site visit to Ft. Leavenworth would be postponed until then as well.

Summarizing an information paper he prepared for the members on the history and practice of the committee, Dr. Stewart noted that the committee was staffed with people from both government and academia. The government members were there to advise the academics on the processes of the offices that they represent, and the academics were there to ensure that the government historians were not producing "court histories" or only "good news stories." He added that the only official vote that the committee takes during the annual meetings is on whether or not the committee approves the Army Historical Program report.

Dr. Stewart explained that last year's report had not yet been approved by the Secretary of the Army. The delay was due to matters generally outside of CMH's control. Because the DAHAC is now subordinate to the DOD Historical Advisory Committee (DODHAC), the DOD group must approve the report before it can go to the Secretary. This process was held up for over six months because the Department had delays in hiring a new Office of the Secretary of Defense Historian. In addition, once that person came on board, she was involved in a major project on a review of the "Don't Ask, Don't Tell" policy for homosexual service members. In response to a question from Dr. Neiberg, Dr. Stewart noted that the new relationship with the DODHAC would not change the DAHAC's responsibilities, but it would add another reporting channel for its reports and recommendations.

There was some discussion about whether or not the DAHAC report should be reviewed by an outside board and not just the DODHAC and DOD personnel. Col Towery wondered how there could be accountability if the reported was not reviewed outside of the Department and how the committee's recommendations could have some effect. Dr. Stewart noted that the DAHAC was that outside oversight and that its members should serve as advocates for the recommendations within their organizations. He added that he was asking the Secretary of the Army's office to circulate the report and the Secretary's response to the various army commands and agencies to have them review the recommendations. Mr. O'Keefe explained that the DAHAC was

subordinated to the DODHAC as part of the Secretary of Defense Gates initiative to reduce and consolidate federal advisory committees. O’Keefe also pledged to serve as an advocate within the Office of the Administrative Assistant (OAA).

Dr. Stewart closed his opening remarks by providing an overview of the Center’s historical publications for the year, copies of which were provided to the committee members.

COL Crean, the acting Director of the Center, introduced himself to the members of the committee. He noted that he would probably serve as acting director for at least six to nine months while the search for a director continues. Crean explained that the main theme for his directorship will be change. Specifically, he would like to modernize the Centers approach to information technology to make its products more accessible to the average soldier and others. Certain things, such as the Center’s main historical research and writing projects would remain the same, for example, the official histories (in the mold of the Green Books) and Lineage series. These types of publications are essential for capturing the Army’s heritage, and a private publisher would not do them because they could not be done profitably. However, if the Center is going to remain relevant it is going to have to improve its use of information technology. He noted that CMH just hired a GS-14 to handle information management. Crean noted that the CMH web page was using 9-year old technology and had to be updated, and that it would be acquiring new servers to try to update it. He would also like to post some videos of the Center’s brown-bag programs on the web and some of the staff rides that it does.

COL Crane stated that he wants to do a better job promoting the Center. He cited as an example the Army art exhibit at the National Constitution Center in Philadelphia. He said that word of the exhibit spread throughout the internet and that he got calls about it from all over, including Congress. The exhibit helped promote the service and the Center. *Army History* could also have a wider distribution and be more provocative.

Among some of the other programs he was working one were: a “hub and spoke” and chartering system for the museums; a program the Center was overseeing to collect mementos that people leave at the Arlington National Cemetery; and the effort to hire an SES for the center, which is a Byzantine process.

Dr. Pennington noted that next year would be her last year on the committee and that she would like to discuss what kudos and concerns to include in its report and for the next chair.

Dr. Stewart raised the issue of the approval of the Army Historical Program (AHP) report, which David Goldman had sent to all the members by email and regular mail. He noted that it covered all the Army’s historical offices—more than 100 outside of the Center, and it included information on what the Army is teaching and writing. He asked if anyone had any concerns.

Mr. Raho noted that he had circulated an email a few days before the meeting with his concern the report was not arranged in accordance with Army’s current organizational structure. Dr. Stewart responded that CMH would review this matter. He added that the current format was set up years ago, and that it had listed the largest historical programs first. He added that the FY 2011 report should be published by January.

Dr. Pennington asked if Histories Division, Historical Support Branch, had the most visibility with the Army Staff because of all the internal papers it did. Mr. Dalessandro responded that it was the Centers biggest money maker. Dr. Pennington also thought that the fact that CMH web site got more than 88 million hits a year showed that military history was not dull or irrelevant. She suggested that this fact be listed as a kudo in the report. There was some discussion about whether the Center could statistically track what people were looking at on the site and when. Mr. Dalessandro noted that the new software the Center would be installing will be able to that.

Dr. Pennington asked if the DOD ban on removable drives had caused any caused any problems in terms of records management. Dr. Stewart said that it had slowed up records collection, but that the Center had been able to develop ways to work around the restrictions.

There was some discussion about efforts that CMH and AHEC had made with records on chemical and biological warfare storage sites in the U.S. and how that ultimately saved the Army money. Also covered were the benefits accrued by West Point and Fort Leavenworth by bringing military and academics together.

Dr. Stewart asked for vote of approval of the AHP. The committee approved it unanimously.

There was a consensus on the committee that the leadership at the Army schools was trying to reduce the required amounts of historical instruction, and that the committee needed to find some way to document this trend and illustrate its negative impacts on the service. There was also some discussion about the ability to post the committee's report on AKO. Mr. Dalessandro said that he would look into getting the committee members access.

The committee adjourned for a break at 1000 and reconvened at 1015.

Dr. Stewart introduced Thomas Boghardt, who heads the Center's Commemorations Team. Dr. Stewart noted that in the past when commemorative events, such as the 50th anniversaries of World War II and Korea, were about to occur, the Army leadership asked CMH for material on the anniversary at the last minute, severely disrupting CMH's operations. With the sesquicentennial of the Civil War, centennial of World War I, the 60th Anniversary of the Vietnam War, and the bicentennial of the War of 1812 on the horizon, the Center decided to be proactive and create a team to prepare for these events.

Dr. Boghardt noted that he and John Maass comprised the team, which was established back in March as part of Histories Division, Contemporary Studies Branch. It had two key missions—to coordinate the production of historical literature and to get the Army's support for this effort. The cell will target three audiences—Army personnel, the general public, and other organizations involved in commemorations. The team was currently planning to produce 40 brochures on the Civil War, the War of 1812, World War I, and Vietnam. The first 3 will be on the Civil War and the War of 1812. Dr. Boghardt explained that the pamphlets will be organized in a similar way to the Army's earlier campaign pamphlets. In addition, the authors will not be paid for their efforts, but they will receive publication credit. He added that he would do some

on World War I and Dr. Maass would do some on the War of 1812. Dr. Maass commented that the pamphlets would focus on the Army side of these events.

Responding to questions from the committee, Dr. Boghardt indicated that the pamphlets would be about 20,000 words each, and the finished products would be posted on the internet. CMH was also planning to set up a separate commemoration page on its site by January 2011. It was working with AHEC and NARA on the effort. He noted that the Team was also working with other organizations, such as the Navy, which is very active, particularly on the War of 1812. It was also noted that DOD had a committee working on the Vietnam commemoration. The Team was also looking into doing "Twitter" feeds, podcasts, and creating a Facebook page. It was also exploring the possibility of creating an Army-wide counsel that could meet annually to coordinate commemorative activities, something that Center had done with the Lewis and Clark cell.

Dr. Neiberg offered to do a pamphlet for the Team.

Dr. Pennington introduced Michael Carlson, who was representing NARA at the meeting and filling in for Paul Wester. Mr. Carlson summarized a handout (TAB C) describing a new group, the War Records Working Group. The group was established March 2009 to work with DOD to ensure that its historical records are preserved properly and properly retired. He noted that he had recently traveled to Iraq with RMDA personnel to see how records-keeping was being done in theater. The information that NARA and RMDA gathered from the trip will also be applied to Afghanistan. They learned that records management was hard to do in theater, but that a bright spot was the MHDs. As part of the trip, the group collected and analyzed a digital files collected by the 35th MHD. A description of their findings is attached as TAB D. The results were based on an analysis of one hard drive with the collection of one MHD from its time in Iraq. Mr. Carlson intends to analyze a second hard drive and to use the combined data to develop guidelines for electronic records keeping in theater.

Mr. Carlson's presentation prompted a lively discussion about records management problems in the Army. Mr. Raho noted that the hard drives that MHDs were bringing back from theater were like jigsaw puzzles, in that they contain much material but are badly organized. There was a consensus that TRADOC's schools should try to teach young officers what types of documents need to be preserved for posterity. Mr. Wojewoda noted that British forces in Afghanistan were doing a very good job of preserving the right types of records and organizing them in a usable manner. He added that they make proper records management a career requirement for young officers, so there is an incentive to do it. Dr. Carafano noted that the intelligence community seems to be doing an effective job preserving its records as evidenced by the wide collection of preserved documents released illegally by Wikileaks.

Responding to a question from Dr. Pennington, Mr. Carlson noted that it is much harder to organize electronic files than paper. The use of paper forces one to create and preserve file copies of key items. He added that while his goals for the working group were ambitious, they were achievable. He also explained that it is important to determine who owns the records produced in theater. Are they CENTCOM's property or the service components in theater? One organization believes that the other is taking responsibility for preservation. Lt. Col. Daddis

suggested that there should be standard records management forms for all electronic records produced. Mr. Raho noted that they are in the process of developing such a form, but a means needs to be found to enforce the use of it. Dr. Pennington noted that records management had been a top concern of the committee back to 1997.

Following Mr. Carlson's presentation, Mr. Raho asked Mr. Wojewoda to discuss records management matters in CENTCOM/ARCENT. Mr. Wojewoda explained that the Army was a problem student, but that things were improving. He summarized an information paper, attached as TABLE. He explained that ARCENT commanders were now engaged in resolving the problems. They have made records management a part of their IG inspections. They had no records managers previously, but they now have plans to hire 4 and to start collecting material command-wide. In addition, they will try to include records management as part of their operations plan for future contingencies. They have also established holding areas for records in Kuwait, Shaw AFB, and Ft. McPherson. Currently, ARCENT was using CENTCOM servers in theater, so Army will have to get these records. CENTCOM was saving 30 terabytes a day. [2] He added that the Joint Staff and CENTCOM will meet with NARA to develop an institutional plan, a global fix. Mr. Wojewoda noted that RMDA will be sending recommendations to the Army Staff and ARCENT on records management. It was the consensus of the committee that it should have some input on this effort.

The meeting adjourned at 1145 for lunch and reconvened at 1230.

Dr. Pennington asked if anyone had any questions following the break. Mr. O'Keefe asked if the NARA/RMDA working group had done anything proactively. Mr. Raho noted that they had worked with CMH to follow up with some units after they redeployed from Iraq and together they had collected a significant number of records. Dr. Pennington closed the records management discussion by asking the committee members to contact her after the meeting by phone or email if they had some concrete suggestions on the matter that could be included in the committee's report.

The committee turned next to the MHD program. Dr. Carney provided an overview. His notes are attached as TABLE. He explained that there had been significant improvements in the training program since Dr. William Epley spoke to the committee last year. CMH remains the doctrinal component for MHDs, but has no command authority over them. Instead, authority for training MHDs was moved from the U.S. Army Reserve Command (USARC) History Office to the U.S. Army Reserve Readiness Training Command (USARRTC). In addition, CMH provides deploying MHDs with a 2-day orientation course at CMH, and tries to serve as a contact for the MHDs once they are in the field. He noted as well that many of the Iraq MHDs were being re-deployed to Afghanistan.

Following Dr. Carney's presentation, Lt. Col. Viney asked if the MHDs could collect artifacts. Dr. Stewart responded that since they have limited equipment and facilities, and since they move frequently, it would be difficult for them to deal with artifacts. Mr. O'Keefe commented that the MHDs should be part of the ARFORGEN process, which would require that 5 MHDs be available in some part of the pre-deployment training cycle for everyone deployed. Col. Bowman responded that this would be the ideal, but that it would be difficult to implement.

USARC has been more receptive to the idea, but FORSCOM has not. At the moment, the gap in available Army MHDs is being filled by Navy personnel. Dr. Stewart added that CMH has no control over staffing of the MHDs since that is a USAR or National Guard responsibility.

COL Bowman summarized a paper (TAB G) about MHD operations in Iraq and Afghanistan. He explained that he began working with the program in 2006. He also described the efforts that he and Lt. Col. Foulks had made to facilitate the MHDs. He noted that both he and Foulks were attempting to do whatever was necessary to make sure that material would be available to write CMH's histories in the future. He emphasized that they had no direct authority over the program; instead, he had to rely upon persuasion to ensure that the MHD's can do their jobs. Col. Bowman explained that he had been deployed every year since 2006, and he highlighted the improvements in the program over that time, including the MHDs increased collection capacity, enhancements in their training, and better quality of the material they are collecting and producing. These improvements were due in part to the fact he and Foulks had been able to establish a "presence" in Kuwait from which they could liaise with MHDs and deployed historians. He described the work of some of CMH's deployed historians, adding that their monographs had helped to identify gaps in MHD collections and improve training. Bowman also described a record-keeping technique—the Operational Record—a Headquarters-level daily archiving sheet that includes fields to help ensure that key historical information is not lost. He noted as well that he and Foulks were coordinating with the British and Canadians to share information, and that Foulks was working with the Joint Staff to save historically significant data.

In the discussion that followed Col. Bowman's presentation, Dr. Robertson stated that CSI would take any competent civilians that want to deploy. He added that civilians did not count against an organization's force cap. The committee also noted that the Army needed to clarify where the MHDs' records will be stored, and that it is difficult for MHDs to get NATO material because of the added classification problems. Dr. Pennington noted that last year the committee was told that there was a lack of slots for MHDs, and that the training effort needed more standardization. She asked if this was still the case. Bowman responded that these problems remained. He added that CMH only knows who the next 10 MHDs were that were going to be deployed, and that it had limited control over their training regimen. Others on the committee agreed that these problems had not been fully resolved. In response to a request from Dr. Pennington, Bowman said he would provide her with a list of kudos and concerns for the committee's report.

The committee adjourned at 1350 and reconvened 1405.

Dr. Pennington opened the session by noting that the committee would discuss a subcommittee's site visit to Fort Leavenworth in March 2010. The subcommittee's report is at TAB H, and a response to the report in April 2010 from the CAC Commander, Lt. Gen. Robert L. Caslen, Jr. is at TAB I. The committee last sent a team there in 2005. Dr. Neiberg commented that he was impressed with the new facilities at Leavenworth and the newly re-established Marshall Chair, although the chair was apparently given to Dr. Jim Willbanks, current DMH Chairman, thus not establishing it was a new or separate chair. The sub-committee's biggest concern was CSI's dependence on contractors. Dr. Robertson said that while their new facility was helpful, they still had major personnel problems. They had lost writers and had only 1 left. As a result, they

have been forced to fill the gap with other CSI people. Dr. Don Wright was doing three different jobs. In addition, they had been located in the CAC Knowledge Group. They were just recently moved down to a new CAC organization, the Leadership Development and Education section of CAC, adding another layer to their access to CAC senior leaders. To make matters worse, CSI has little control over which contractors it can hire to do the work, and they cannot keep any of the contractors on post where they can monitor their activities and mentor them. He added that one contractor lives in Portland, Oregon, and cannot come to CSI to use its records. As a result, the quality of the material from the contractors is often poor, and CSI must devote its limited staff people to revising it. It takes up a tremendous amount of time. However, CSI will not release a draft until it is up to its standards. As a result, they have a lot of material that they have not been able to release. One early draft was leaked to the media (the Wanat Study) and caused a bit of a furor because it was so badly done. CSI is looking into the possibility of using Title 10 employees or term temporary employees to do the writing. The consensus of the committee that the situation was unacceptable and that it should continue to push the Army's leadership to improve the personnel hiring situation at CSI.

Dr. Robertson also described a CSI's virtual staff rides. He explained that they have developed a number of such rides and that the response from users and Army leaders to them has been very positive. They have one for Operation Iraqi Freedom for the period after 2003; one on the Battle of Wanat in 2008; one concerning the mistaken shooting of an Italian intelligence officer in Iraq in 2005; and one for Operation Anaconda in Afghanistan (March 2002). Users can see the battlefield from all perspectives. CSI can even take the programs to other facilities to use; however, it takes two people to operate them, a presenter and a programmer. Unfortunately, there is only one programmer available that can run the software and he happens to be contracted by CSI. They have to rework this person's contract every year to ensure that he is available to operate it. Dr. McCarley said that he has used the staff rides and they are very good. He added that the operators were from a separate Staff Ride Team, so there was no diversion of historians to operate it.

Dr. Pennington commented that in the 2005 site visit report a concern was raised about the quality of the historians at Leavenworth, and Neiberg responded that it had improved. There was also some discussion about the inability of DMH students to write competently and the methods that the department was using to redress this problem.

The committee moved next to the military history program at the Army War College. Lt. Col. Towery claimed that the college was committed to having a vibrant program. Dr. Neiberg summarized his observations after having served as a visiting professor there for a year. His key points are attached as TAB J. According to Dr. Neiberg, there were three major challenges for the War College: it needed to have more consistency in whom it choose to teach seminars; it needed to hire more historians as instructors; and it needed to ensure that non-PhD historians who serve as instructors in historical seminars are capable of thinking more like historians. He also believed that War College students needed to become more familiar with the wonderful resources at AHEC.

Dr. Pennington noted that in 2007 the committee recommended creating a separate AWC History Department. After some discussion, however, the committee concluded that this was no longer

necessary. However, the members believed that they should continue to press the college to ensure that its instructors have adequate historical qualifications (the Doctorate Degree in History) and teach critical thinking, not just the facts.

Dr. Pennington adjourned the meeting at 1600

The committee reconvened at 0815 on 22 October 2010.

Dr. Pennington reviewed some of the key points from the meeting the day before and requested that people get back to her with their comments and suggestions for the committee's report.

Dr. Stewart introduced Lt. Gen. Sterling, explaining that he was a SAMS graduate and was currently Deputy Commanding General and Chief of Staff of TRADOC. Gen. Sterling noted the importance of historical instructions throughout the Army school system, but he added that the service's leadership is applying great pressure to reduce the amount of instruction devoted to non-operational learning, such as formal education or training in the classrooms. The committee discussed this matter and the possibilities of using distance learning and virtual staff rides. There was a consensus that while these were useful tools, they could not substitute for classroom instruction to teach the critical thinking skills that history can provide.

The committee also continued its discussion of historical instruction at the AWC. Col. Towery of AWC noted that the college was making an effort to have qualified instructors in every seminar. It was hiring more PhD historians as Title 10s, but it was also increasing the number of seminars. He said he would gather some statistics on the number of "contact hours" that War College students were receiving, and he would circulate it to the committee members. Dr. Pennington suggested that a subcommittee schedule a follow-up visit to the AWC to see how things have progressed. The committee discussed some possibly propitious times for such a visit (perhaps in 2012) and the possibility of having the subcommittee sit in on a seminar. Nothing firm was decided.

There was a discussion about the Center's search for a new director. Some on the committee felt that it had not been adequately informed in advance about the process. Col. Crean and Mr. Dalessandro described how the search was done. Dalessandro noted that it was a Senior Executive Service slot and that the review board assigned to oversee the process favored people with broader management experience, not those who necessarily had directly related skills such as a PHD in history. Committee members said they wanted to avoid a situation similar to the one that had occurred at Air Force History. The Air Force hired someone without proper historical credentials and since he has been on board the office has deemphasized publishing monographs in favor of doing historical support work for the service's leadership. It was agreed that the hiring process had advanced too far at this point for the committee to influence it.

The committee adjourned for a break at 0940 and reconvened at 1000.

Dr. Stewart noted that Ms. Joyce E. Morrow, Administrative Assistant to the Secretary of the Army, was unable to attend the lunch at the Pentagon today, because of a long-standing meeting. However, Samuel B. Retherford, Deputy Assistant Secretary of the Army (Military Personnel),

Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs), and Mr. Steve Redmann of OAA would be attending. Lt. Gen. Sterling said that he speaks with OAA regularly and would be happy to convey the committee's interests to them.

Dr. Pennington asked the committee members to send her examples of how records management issues affect the national policy debate. She also asked for recommendations on what should be included under "kudos" and "concerns" in the report. Among the suggestions for kudos were improved efforts by CENTCOM and ARCENT in records management; the Army's banner year in historical publications; the virtual staff ride; re-creation, in whatever form, of the Marshall chair at Leavenworth; the large number of viewers on CMH's website; improvements in the MHD program; AHEC's role in providing Department of the Army Headquarters with an older study on the "Don't Ask; Don't Tell" policy; improved cooperation with NARA on records preservation; and DMH's writing improvement programs for soldiers. Among the suggestions for "concerns" were ongoing records management problems in spite of improvements; the fact that the DAHAC was not consulted during the CMH Director-search; the DAHAC's lack of real authority in contrast to other committees such as the Department of State's Historical Advisory Committee; the need for more fully qualified historians at the AWC; the lack of adequate funding for a visiting scholar program; and CMH's lack of authority over MHDs. The committee also discussed the possibility of including a review of ROTC programs at schools near the locations of any forthcoming site visits in support of TRADOC.

Dr. Pennington adjourned the meeting at 1130.

TAB A

DAHAC 2010 SCHEDULE

21 October 2010 (Thursday)

- 7:50 a.m. Pick up DAHAC members at Holiday Inn (550 C Street)
- 8:10 a.m. Arrival. Refreshments (coffee, bagels, and donuts).
- 8:30 a.m. Swearing-in. Announcements. Group photo.
- 8:40 a.m. Open meeting.
- Opening Remarks (Dr. Stewart, Chief Historian)
Welcome and Update on CMH (COL Crean
Acting Director, CMH)
Chair Remarks (Dr. Pennington)
Presentation of Agenda Items
Discussion on 2011 Army History Program
Vote on 2011 Army History Program
DAHAC Continuing Issues (Dr. Pennington)
CMH Publications (Dr. Stewart)
CMH Commemorative Initiatives (Dr. Boghardt-HD)
Records Update (Steve Raho--RMDA)
Records Management and CMH Update (Ms. Quintanilla-FP)
- 11:45 -1200 a.m. Break and working lunch.
- 12:30 p.m. Open meeting.
- Discussion of Agenda Items (Continued)
Military History and Fort Leavenworth (Staff Visit Report)
Military History and the Army War College (COL Towery)
MHD Training and Operations (COL Bowman and Dr. Carney)
- 4:00 p.m. Chief Historian's reception. (CMH Foyer)
- 5:00 p.m. Shuttle bus departs for Holiday Inn. End of Day One.
- Dinner (on own).

22 October 2010 (Friday)

7:45 a.m. Pick up DAHAC members at Holiday Inn.

8:00 a.m. Arrival. Refreshments (coffee, bagel, and donuts).

8:15 a.m. Report preparation.

11:30 a.m. Break and travel to the Pentagon.

12:00 --1 p.m. Lunch at the Pentagon. M5, Pentagon Conference Center
(Invited Guests: Ms. Morrow-OAA; LTG Troy-DAS; Mr.
Lamont-ASA (M&RA))

End of Day Two.

Departure to various airports and locations.

TAB B

DAHAC MEMBER AND REPRESENTATIVE BIOGRAPHIES

[current as of 1 Oct 2010]

MEMBERS:

Dr. Reina Pennington, Chair of the DAHAC, served as an intelligence officer and Soviet analyst in the U.S. Air Force from 1978 to 1987. Her principal duty assignments were with the Fighter Weapons School, Defense Intelligence Agency, and Alaska Air Command. Dr. Pennington holds a BA in Soviet studies, an MA in history, and a PhD in European, military and Russian history. She is currently employed as an associate professor of history at Norwich University, Vermont. Dr. Pennington is the recipient of three teaching awards. Her articles have appeared in *Air Force Magazine*, *Airpower Journal*, *Journal of Slavic Military Studies*, *Minerva*, *the Journal of Military History*, *MHQ: Military History Quarterly*, and *Air and Space/Smithsonian*. She is the author of two books: *Wings, Women, and War: Soviet Airwomen in World War II Combat* and *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women*. She is presently working on a study of Russian military history. Dr. Pennington has served on the DAHAC since 2003 and this is her third year as Chair.

Mr. Gerald B. O'Keefe is the Deputy Administrative Assistant to the Secretary of the Army. He was commissioned in Engineering Branch from the U.S. Military Academy in 1981 and served in the Army in positions of greater responsibility until May 2009. He was appointed to the Senior Executive Service in May 2009 and became the Deputy Administrative Assistant to the Secretary of the Army in August of 2010. He holds a Master's of Science degree from the Industrial College of the Armed Forces, a Master's of Engineering from Pennsylvania University and a BS from the U.S. Military Academy. This is Mr. O'Keefe's first year on the DAHAC.

Professor John F. Guilmartin is a professor of History at the Ohio State University. He is an authority on military history, maritime history, and the history of technology. He is an early modern Europeanist whose research focuses primarily on the sixteenth and seventeenth centuries. He also is interested in aerospace history and has written about the Vietnam War and the Gulf war. Professor Guilmartin is well known for his *Gunpowder and Galleys: Changing Technology and Mediterranean Warfare in the Sixteenth Century*. More recently he has published *Galleons and Galleys*, and *A Very Short War: The Mayaguez and the Battle of Koh Tang*. Professor Guilmartin is currently working on a general military history of the Vietnam War for Harvard University Press, tentatively titled *The Unending War*. He received his B.S. from the United States Air Force Academy and his M.A. and Ph.D. from Princeton University. This is Professor Guilmartin's fourth year as a member of the DAHAC.

Mr. Steve Vogel is a military reporter for *The Washington Post*. He covered the U.S. war with Iraq in 2003 as an embedded journalist with an Army airborne brigade. His coverage of the U.S.

war in Afghanistan was part of a package of *Washington Post* stories selected as a finalist for the Pulitzer Prize in 2002. Vogel covered the September 11, 2001, terrorist attack on the Pentagon and subsequently reported in depth on the victims of the attack and the building's reconstruction. Based overseas from 1989 through 1994 and reporting for the *Post* and *Army* and *Air Force Times*, he covered the fall of the Berlin Wall and the first Gulf War, as well as military operations in Somalia, Rwanda and the Balkans. In 1998, he established a new regional military beat for the *Post*. Vogel has worked as a reporter since 1982, covering politics, police and development for newspapers and magazines in the Washington area. Vogel is a 1982 graduate of the College of William and Mary with a bachelor of arts degree in government. He received a master of international public policy degree from the Johns Hopkins University's School of Advanced International Studies in 1998. His book, *The Pentagon-A History- The Untold Story of the Race to Build the Pentagon – And To Restore It Sixty Years Later*, was published by Random House in 2007. Mr. Vogel has attended four DAHAC annual meetings.

Dr. Bill Allison is Professor of History and Chair of the Department of History at Georgia Southern University, joining the faculty there in 2008 but is currently serving temporarily as a Visiting Professor at the Air Force School for Advanced Air and Space Studies (SAASS) in Montgomery Alabama. He was Professor of History at Weber State University from 1999-2008. He earned his Ph.D. in history at Bowling Green State University in 1995. During the 2002-2003 academic year, he was Visiting Professor in the Department Strategy and National Security at the Air War College. He specializes in American military and diplomatic history and is author of *American Diplomats in Russia: Case Studies in Orphan Diplomacy* (Praeger, 1997), *Witness to Revolution: The Russian Revolution Diary and Letters of J. Butler Wright* (Praeger, 2002), *American Military History: A Survey from Colonial Times to the Present*, coauthored with Jeffrey Grey and Janet G. Valentine, *Military Justice in Vietnam: The Rule of Law in an American War* (University Press of Kansas, 2007), and *Tet: Brief History with Documents* (Routledge, 2008). Allison is currently working on books on the My Lai massacre for Johns Hopkins University Press, and the Gulf War of 1991 for Palgrave. He is active in the Society for Military History and has been a member of the DAHAC since 2007.

Dr. James Jay Carafano is a senior research fellow with the Heritage Foundation. A retired lieutenant colonel in the U.S. Army, Dr. Carafano graduated from the U.S. Military Academy and later received his masters and doctorate degrees from Georgetown University. Among his several command and staff assignments, Dr. Carafano taught history at the Military Academy, managed a branch at the Center of Military History, served as the head speechwriter for the Army Chief of Staff, and was executive editor of *Joint Force Quarterly*. A prolific author, Dr. Carafano has written articles for *USA Today*, *New York Post*, *Washington Times*, *Boston Globe*, and *Philadelphia Inquirer*. His books include *GI Ingenuity*, *Homeland Security*, *Winning the Long War*, *Waltzing Into the Cold War*, and *After D-Day*. This is Dr. Carafano's fourth year on the DAHAC.

Dr. Michael S. Neiberg is Professor of History and Co-Director of the Center for the Study of War and Society at the University of Southern Mississippi but is currently serving in the Harold K. Johnson Visiting Professor Chair of History at the Army War College. He is the author or editor of twelve published and forthcoming books, as well as articles and book reviews in twenty different journals. He specializes in World War I and the global dimensions of the history of warfare. His most recent books include *Fighting the Great War: A Global History* (Harvard) and *Soldiers Daily Lives: The Nineteenth Century* (Praeger). *Fighting the Great War* recently won a Choice Reviews Outstanding Academic Title award for 2006. Before coming to Southern Miss, Dr Neiberg spent eight years on the faculty of the U. S. Air Force Academy. This is Professor Neiberg's third year on the DAHAC.

Dr. Mark P. Parillo is an associate professor of history and a faculty member of K-State's Institute of Military History and 20th Century Studies. He specializes in military history, particularly the history of warfare in the industrial age. He is author of the book, "The Japanese Merchant Marine in World War II." Some of his other publications include "Burma and Southeast Asia, 1941-1945" for "World War II in Asia and the Pacific and the War's Aftermath, with General Themes: A Handbook of Literature and Research"; *The Encyclopedia of War and American Society* (3 vols.); and "'We Were the Big One': The World War II Generation in America." He is working on a monograph about the Burma Road and a comparative study of U.S., Japanese and British use of railroads in World War II. Parillo serves as chairman and newsletter editor of the World War II Studies Association. He is also a Presidential Counselor for the National World War II Museum in New Orleans and a member of the Department of the Army Historical Advisory Committee. Parillo earned a Ph.D. from Ohio State University. This is his fourth attendance at the DAHAC.

Lieutenant General John E. Sterling is the Deputy Commanding General and Chief of Staff of the U.S. Army Training and Doctrine Command at Fort Monroe, Virginia. General Sterling was commissioned in the Engineer Branch in 1976 upon graduation from the U.S. Military Academy. He has served in engineer leadership positions from platoon leader through brigade command in the 1st Armored Division, the 5th Infantry Division and the 3rd Infantry Division. He was the Chief of Staff of the 3rd Infantry Division from 2001-2003, including the initial combat operations of Operation Iraqi Freedom. He is a graduate of the Army's Command and General Staff College, the School of Advanced Military Studies, and the National War College and holds a Master's Degree in Civil Engineering from the University of Illinois and a Master's Degree in Military Arts and Science and National Security Studies.

Brigadier General Timothy Trainor is the 13th Dean of the Academic Board at the United States Military Academy at West Point, New York. He was appointed as the Dean in August 2010. General Trainor graduated with a Bachelor of Science degree from the U.S. Military

Academy in 1983 and was commissioned into the Engineer Branch. He has served in operational assignments around the world to include Germany, Honduras, and Bosnia. He served in Iraq in 2007, working with the UK –led Provincial Reconstruction Team in Basra. He holds an MBA from the Fuqua School of Business at Duke University and a Ph.D. in Industrial Engineering from North Carolina State University.

Brigadier General Sean B. MacFarland is the Deputy Commandant of the Command and General Staff College of the Combined Arms Center, Fort Leavenworth, Kansas. He was commissioned in the Armor Branch after graduating from the U.S. Military Academy in 1981. He is a graduate of the Armor Officer Basic and Advanced courses, the Army's Command and General Staff College, the School of Advanced Military Studies, and the Industrial College of the Armed Forces. Among his many assignments were operations in Bosnia, Macedonia, and Iraq. He commanded the 1st Brigade, 1st Armored Division in Operation Iraqi Freedom from July 2005 to May 2007.

Colonel Bobby A. Towery, Jr. is Deputy Commandant of the United States Army War College. He graduated from the University of Mississippi as a Distinguished Military Graduate with a B.B.A. in accounting auditing. He received an M.E. in education from the University of Mississippi and an M.S. in Strategic Studies from the United States Army War College. He has served in a variety of command and staff assignments in the United States, Korea, and Southwest Asia, most recently as Commander of the 61st Ordnance Brigade and Chief of Staff, United States Army War College. He also served as Assistant Professor of Military Science at the University of Mississippi.

Paul M. Wester, Jr. is the Director of Modern Records Programs in the National Archives and Records Administration's Office of Records Services – Washington, DC (NW). In this position, Mr. Wester is responsible for the overall management and performance of NARA's agency-facing activities in the Washington, DC area, including the Initial Processing and Declassification Division, the Electronic and Special Media Services Division, the Life Cycle Management Division, and the Washington National Records Center. Mr. Wester also directs NARA's National Records Management Program, coordinating the activities of headquarters and regional records management staff in support of NARA's overall strategic plan and NARA's Strategic Directions for Federal Records Management. Mr. Wester is a member of the US delegation to the ISO TC-46/SC-11 committee for the development of the international records management standard, ISO 15489. Mr. Wester frequently engages audiences across the Federal community and internationally on archival and records management issues. Mr. Wester holds an undergraduate degree in history and Master of Arts and Master of Library Science degrees from the University of Maryland.

REPRESENTATIVES:

Representing the Combined Arms Center

Dr. William Glenn Robertson is the Director of the U.S. Army's Combat Studies Institute, U.S. Army Combined Arms Center, Fort Leavenworth, Kansas. A graduate of the University of Richmond, he received his M.A. and Ph.D. degrees in history from the University of Virginia. Before joining the Combat Studies Institute in 1981, the Suffolk, Virginia native taught military history for ten years at colleges and universities in three states. Beginning in 1983, he led the resurrection of the Staff Ride teaching technique at the Command and General Staff College. Among his publications are two books, *The Bermuda Hundred Campaign*, and *The Battle of Old Men and Young Boys*, the Bull Run chapter in *America's First Battles 1776-1965*, the monograph *Counterattack on the Naktong*, and the U.S. Army's guide to *The Staff Ride*. He has published articles and book reviews in numerous journals and periodicals, to include *Military Review*, *Military Affairs*, *Civil War History*, *Journal of American History*, *Journal of Southern History*, *Civil War Times Illustrated*, and *Blue and Gray Magazine*. He is currently working on *River of Death: The Campaign of Chickamauga*, a book-length study of that campaign, and two smaller works, *The Blackwater Line, 1861-1865*, and *The Post of Albuquerque, 1846-1867*. His awards include Phi Beta Kappa (1966), Command and General Staff College Civilian Instructor of the Year (1993), and the Harry S. Truman Award of the Kansas City Civil War Roundtable (1995). He has been the director of the U.S. Army's Combat Studies Institute since August 2008.

Representing TRADOC

Dr. J. Britt McCarley is the chief historian for the U.S. Army Training and Doctrine Command. Prior to assuming his present position, Dr. McCarley has served as the command historian for the U.S. Army Test and Evaluation Command and the U.S. Army Air Defense Artillery Center and School. He also held historian positions with the U.S. Army Quartermaster Center and School and the National Park Service. Dr. McCarley received his Bachelor of Arts degree and Master of Arts degree, both in history, from Georgia State University. His doctorate in U.S. history was earned at Temple University. Dr. McCarley is the author of *The Atlanta Campaign*, and a contributor to *The Whirlwind War* and *Beyond Combat*. This is Dr. McCarley's third attendance at the DAHAC.

Representing USMA

LTC (P) Greg Daddis is an Academy Professor in the Department of History at the United States Military Academy, West Point, New York. A West Point graduate, he has served in numerous army command and staff positions in the United States and overseas and is a veteran of both Operations Desert Storm and Iraqi Freedom. He holds a PhD from the University of

North Carolina at Chapel Hill and currently is the course director for West Point's History of Unconventional Warfare course. His book, *No Sure Victory: Measuring U.S. Army Effectiveness and Progress in the Vietnam War*, is forthcoming from Oxford University Press.

Representing USAC&GSC

Dr. John T. Kuehn is a former naval aviator (EP-3/ES-3) who has completed cruises aboard four different aircraft carriers. He flew reconnaissance missions during the last decade of the Cold War, the First Gulf War (Desert Storm) and the Balkans (Deliberate Force over Bosnia). CDR Kuehn has served on the faculty of the U.S. Army Command and General Staff College since July 2000, retiring from the naval service in 2004. He earned a Ph.D. in History from Kansas State University in 2007. He is the author of the *Agents of Innovation* and co-authored *Eyewitness Pacific Theater* with D.M. Giangreco. In October 2009 he lectured Chief of Naval Operations Strategic Studies Group in Newport, Rhode, Island chaired by retired Admiral James Hogg. He is currently an associate professor of military history at the US Army Command and General Staff College at Fort Leavenworth, Kansas.

Representing OAA

Mr. Steven A. Raho III is currently the Director of the Records Management and Declassification Agency (RMDA) of the Office of the Administrative Assistant to the Secretary of the Army. Mr. Raho was commissioned in the Regular Army from ROTC at Pennsylvania Military College and served as an infantry officer and an aviation officer. He holds a Master of Arts degree from Webster University and is a graduate of the U.S. Army War College and Command and General Staff College.

TAB C

Office of Records Services, Washington, D.C. (NW) War Records Working Group

Purpose: Identify, schedule, and transfer historically valuable “War Records” to NARA

Goals:

1. Work with DoD components to identify historically valuable records that document the wars in Iraq and Afghanistan
2. Ensure that the records are preserved properly while with DoD
3. Ensure that the records are transferred to the physical custody of the National Archives in a timely fashion
4. Maintain regular contact with the appropriate agencies to ensure they are effectively managing these records

Working Group chartered in March 2009 and composed of 10 NW staff with a wide range of staff expertise

Advocacy by NARA Senior Executives with DoD counterparts:

Army: Deputy Administrative Assistant to the Secretary of the Army (August 2009)

OSD: OSD Records Administrator (November 2009)

Navy: Chief of Navy Staff (April 2010)

Marine Corps: Chief of Marine Corps Staff (July 2010)

Identification of War Records:

- Military History Detachment (MHD) Collections
- U.S. Air Force Central (AFCENT) (July 2009)
- USF-I: J-6 (April 2010)
- U.S. Army Central (ARCENT): (September 2010)

Transfer of War Records:

- Focus on electronic records with pre-accession transfer of physical custody

Issues identified:

- Ownership of war records coming from theater
- Lack of records management

Working Group Team Lead:

Michael Carlson; Director, Electronic and Special Media Records Services Division
301-837-1578 (work), 301-821-7144 (cell), Michael.Carlson@nara.gov

TAB D

NARA - CMH Military History Detachment Case Study

Case Study: Digital files collected by 35th Military History Detachment serving in Iraq with 4th Infantry Division from July 2005 – June 2006

Chronology

- August 2009 Case Study concept meeting (CMH – NARA NWME)
- September 2009: Hard drive delivered (NARA NWME)
- October 2009: Receipt of collection (CMH – NARA NWME) & Process concept meeting (NWME)
- October – December 2009: Technical processing (NARA NWME IT)
- May 2010 – Present: Survey of Collection (NARA NWME)

NARA Staff Resources: 2 IT Specialists, 1 Accessioning Archivist (160 hours)

Preliminary Process Concept

1. Complete Virus Scan
2. Create 2nd copy of collection
3. Technical Processing: Identify arrangement of collection. Identify duplicate files, 0 byte files, hidden files, system files, password protected, non-record files, empty directories
4. Survey collection: **Survey files by format (Current step)** & Survey files by directory arrangement
5. Access: Identify files requiring transformation

Format Statistics: 67 format types			Volume Statistics				
Format Categories	Files		Process	Volume (gb)		Files	
Images / Graphics	35,000	46 %	Original Collection	264		105,000	
Word Processing	19,000	25 %	Duplicates, etc	53	20 %	27,000	25 %
Presentation	11,400	14 %	Non-Record	.9	.3%	2,500	2 %
Spreadsheet	4,400	6 %	Temp Record	.5	.2%	28	.03 %
E-mail	3,700	5 %	Current Collection	210	79%	77,000	72 %
Other	3,300	4 %					
Video	300	.3 %					
Audio	290	.3 %					
Database	56	.07%					

Preliminary Findings

- No viruses detected
- Combination of Classified (predominately Secret) and Unclassified
- Directories & most files well named and will provide information about content
- De-duplication provides largest reduction in volume

Manual review of files for potential permanent, temporary, non-records very time consuming

TAB E

INFORMATION PAPER

**AAHS-RDR
8 October 2010**

SUBJECT: Records Management and Declassification Agency (RMDA) Update for the Department of the Army Historical Advisory Committee (DAHAC)

1. Purpose: To provide DAHAC an update on how Army is complying with SecArmy's tasking to assess records management practices and procedures and provide a comprehensive solution for Army.

2. Facts:

a. HQDA established a Records Management Working Group with a two-tiered governance structure: Staff level group (chaired by OAA AHS Executive Director) and Senior group (co-chaired by the Administrative Assistant to the Secretary of the Army, CIO/G-6 and General Council).

b. Ongoing Actions:

- (1) Command/Installation visits (17 worldwide)**
- (2) Visit to USF-I with Joint Staff / CENTCOM / Navy / NARA**
- (3) Staff Assistance Visits (40)**
- (4) Interface with DOD and other Services**
 - (a) DOD RM Working Groups (FRC / BRIDG / JPRIG)**
 - (b) CENTCOM / ARCENT / Joint Staff / Air Force / Navy**
 - (c) NATO RM Working Group**

c. All Federal Agencies face similar challenges.

- (1) Record keeping practices still rooted in paper-based world.**
- (2) Per NARA self-assessment, Army is mid-range within Government agencies.**

d. Army leads the way in:

- (1) Army Records Information Management System (ARIMS) electronic archive.
- (2) Records Lifecycle Scheduling policies along functional lines.
- (3) Record File Consolidation (reducing 6006 record numbers by 90%).

e. Army's Weaknesses:

- (1) Command emphasis at all levels
- (2) Training (Military & Civilian)
- (3) Compliance and enforcement
- (4) IT integration

No IT solution as yet – “user friendly”

(5) Resources

(a) Records Management is an additional duty

(b) Army eliminated designated administrative specialists to improve “tooth to tail” ratio.

(6) Contingency records capture: ARCENT - overall responsibility

f. ARCENT Actions to Date and Ongoing:

Identified Army Units

Reviewed USF-I FRAGO 1679 (answer unit RFIs)

Added Electronic Storage to EOY Purchase

Identified Available Storage Space (Atlanta, Shaw, Kuwait)

Targeted Assistance/Training NARA/RMDA (recurring)

New G-6 Update (MCP/OCP Sync)

(Complete Hiring Requests to Build Records Mgt Team)

CENTCOM/ARCENT Sync: Develop plan to support HQ DRAFT

Completed RM/RC scrub USARCENT Units/USF-I Units

C4IM Conference in Qatar: Army War Records Huddle w/COL Bishop

Finalized AOR plans for collection/transfer

Presented Records Holding Area Decision Brief Deputy G-6

Issued FRAGO to USARCENT Units
Received CENTCOM FRAGO/task USF-I
Deploy ARCENT Trans Team

g. ARCENT Records Management Plan: Specific records regardless of media will be created, maintained, and transferred IAW applicable Army regulation/policy (i.e., DA PAM 25-403)

(1) Records Collection: ARCENT has identified RM and RC for MCP and OCP operations. Army units in theater continue collecting as CENTCOM determined regular transfers to be unattainable for operational reasons. Operational, Admin, and non-record determinations in AOR require delineation.

(2) Records Indexing: To the extent possible, records will be indexed into ARIMS records categories. At minimum, units will identify records by Unit, Date, Data Type. Army units will comply with approx 60 record types w/emphasis on Top Nine.

(3) Records Transfers: ARCENT can support augmenting CENTCOM transfer team to facilitate Army records transfers. Holding Area planning continues with decision TBD for location in Arifjan, McPherson, Shaw AFB (or some combination). In AOR and out.

h. Indexing: Top 9 Record Types

(1) Operations – Daily staff journal and TOC log with coordinates of locations and events.

(2) Operations- Command reports, special reports, maps and overlays, and incident reports.

(3) Operations- OPS planning files; OPS plans (including audio/videotapes of teleconferences).

(4) Operations- OPS procedure files; OPORDS (including audio/videotapes of teleconferences).

(5) Office Housekeeping – Office temporary duty (TDY) travel (civilian TDY orders).

(6) Nuclear/Chemical- Nuclear accident/incident controls.

(7) Weapons/Material- Chemical accident/incident controls.

(8) Safety- Accident/incident case files (including nuclear, chemical, and biological exposure).

(9) Military Police – Military police journals (blotters).

i. Holding Area Decision TBD To Support Transfers

(1) COA1: Arifjan Holding Area USARCENT establishes records holding area at Cp Arifjan (temp/perm/coop TBD) to facilitate unit retrograde/records transfer

(2) COA2: Shaw AFB Holding Area USARCENT establishes records holding area at Shaw AFB (New Patton Hall/collocate with AF/new Army facility TBD) to facilitate unit retrograde/records transfer

(3) COA3: McPherson Holding Area USARCENT establishes records holding area at Ft McPherson (perm/coop) to facilitate unit retrograde/records transfer

Mr. Rich Wojewoda/703-428-6464
Approved by: Mr. Steven A. Raho, III

(UNCLASSIFIED)

TAB F

DAHAC MHD Update

Dr. Steve Carney

21 OCT 2010

Purpose

- At last year's DAHAC, branch chief Epley gave you an overview of Field History Collections which included MHDs
- Today, I am going to focus on MHDs and will update several MHD issues that Epley introduced last year
- To facilitate this discussion, I'll cover three main issues
- A brief overview of MHDs to ensure we all have a common frame of reference and to provide some context and background for COL Bowman's presentation
- Second I'll give you an update on deployments
- And finally an update of MHD training changes

Overview

- CMH is the doctrinal proponent for MHDs but has no control over staffing, deployments, where MHDs deploy or what units they cover, or any other C2
- When not deployed, MHDs belong to their component, AC, NG, USAR
- Deployed MHDs belong to the operational area commander or the unit to which they are assigned
- While CMH is not in the chain of command, still support deployed MHDs, maintain contact, answer questions, give advice about what to collect, and other issues

Mission

- Mission of the MHD is to collect
- Collect documents -- OPORD, SITREP, AARs, etc
- Conduct oral history interviews
- (minor activity) Collect photos and sometimes artifacts

- 1.2 TB of data and images (stacked – 20 Empire State bldgs)
- 150-200 interviews avg
- Organize collection principally by unit
- Only "product" is Operations Data Report (ODR) - annotated chronology to include document and interview logs

MHD deployment update

- 25 MHDs
- 1 AC, 5 NG, 19 USAR, + Navy ad hoc MHDs
- 55 deployments total – currently 4 Iraq and 3 in Afghanistan
- All at least once, many 2-4 times
- 41 Iraq
- 14 Afghanistan
- CENTCOM currently rebalancing deployments to Afghan from Iraq

MHD Training update

- Biggest update is MHD training
- Last year, Epley told you the MHD training mission was removed from the USARC History office to Army Reserve Readiness Training Command – ARRTC, Fort McCoy, WI
- ARRTC identified 10 major training objectives
- 3 most important, collect documents, conduct interviews, and organize the collection
- FY'10 there were 3 trial courses to tweak the curriculum
- Curriculum finalized with CMH input and 1st official course being held now
- One training aspect is unchanged - 2 day pre-deployment course at CMH

TAB G

CMH'S HISTORY OPERATIONS IN IRAQ AND AFGHANISTAN SINCE 2006

Colonel Gary M. Bowman, USAR

Deputy Commander, CMH

BACKGROUND

At the 2006 DAHAC meeting, I spoke about my recent trip to Kuwait, Iraq, and Afghanistan and the need for better historical coverage and records collection from the joint headquarters and deployed Army organizations. At that time, the DAHAC discussed the challenges to improved historical coverage, including the Army's limited organizational jurisdiction over joint headquarters, the limited number of qualified uniformed historians and Military History Detachments (MHDs), inadequate training of Military History Detachments, limited access to key headquarters personnel and combat units, and difficulties in collecting and organizing electronic records. I have been deployed during the DAHAC meetings since 2006 and have not been available to follow-up my prior report, but the Army has made significant improvements to covering combat operations since 2006, proceeding on three lines of effort: increased historical capacity, improved training, and improved outputs.

INCREASED HISTORICAL CAPACITY

When I last reported to you in October 2006, three Army MHDs were deployed in Iraq, but they operated independently without any theater-wide coordination or oversight. There were no Army historians at the theater level in Iraq. At that time, there were no Army historians deployed in Afghanistan.

I deployed to Kuwait in 2007 and reached an agreement with the Commanding General of 3d Army (ARCENT) to allow CMH to base a team in Kuwait to cover ARCENT, which provides logistical and administrative support to both theaters. LTC Ken Foulks and I, both CMH Individual Mobilization Augmentees, mobilized and deployed to Kuwait and we have maintained the CMH presence there for the past three years.

From our forward position in Kuwait, we were able to provide support to the Navy and Marine Corps officers assigned as historian at Multi-national Force Iraq, linking them more closely to the MHDs. We made repeated visits to the theater historians and to the MHDs throughout Iraq to provide technical oversight of their work and to feed the experience of deployed MHDs back into improved pre-deployment preparation for MHDs and individual historians.

From our forward position in Kuwait, we also opened up Afghanistan to historians. We coordinated the deployment of a MHD to Regional Command-East in 2007, the deployment of two MHDs to Regional Command-South and the establishment of positions for a four-man history team at United States Forces-Afghanistan in 2009, and the deployment of a command historical team and another MHD to the south in 2010. We now have full-time historical personnel at each major headquarters and an MHD at each Army combat brigade. By establishing close contact with NATO historical personnel at the International Security Assistance Force in Kabul, the ISAF Joint Command, and Regional Command-South, we gained access to the historical materials outside of American channels, which are essential materials for documenting the history of the war. LTC Foulks and I have maintained continuity of effort in

the history effort in Afghanistan, allowing us to now provide proactive historical information to the 10th Mountain Division as it takes over the war in the south.

CMH has made a systematic effort to reach Army general officers and Colonel-level chiefs of staff and commanders, seeking their permission to allow us to cover their deployments. As a result, CMH historians have deployed to cover the year-long rotations of major Army units: LTC Shane Story deployed for a year as historian of Multi-National Force Iraq (MNF-I), Dr. Martin Loicano is currently serving as the historian of the NATO Training Mission-Afghanistan, Dale Andrade has deployed and written about the 3d Infantry Division's role in the surge in Iraq, Bill Epley had deployed and written about III Corps' rotation as Multi-National Corps Iraq, Dr. Rob Rush deployed and is now writing about I Corps' rotation as MNC-I, and Dr. Eric Villard has deployed to visit the 2d Stryker Cavalry Regiment.

The Army history program achieved synergy in Iraq during the surge. At the height of the surge, CMH provided Ph.D.-qualified reservists to serve as the MNF-I historian, the Active Army provided a Ph.D.-qualified officer to serve as MNF-I historian, the West Point history department provided two Ph.D.-qualified officers to serve as MNC-I historian, and all three components contributed MHD so that we were able to sustain five Army MHDs for over two years.

A systemic deficiency in historical coverage throughout the war has related to national and strategic-level documents. During 2010, LTC Foulks, who remains assigned to CMH, and who deployed to Afghanistan in 2009 to establish the history program at the ISAF Joint Command, has been working as the historian of the Pakistan-Afghanistan Coordination Cell (PACC) at the Joint Staff, giving us visibility of, and collecting for our Army archive, the most important strategic documents throughout the Afghanistan surge.

IMPROVED TRAINING

In 2006, the Army's ability to provide competent historical support to the theaters of war was limited by the training that MHDs and individual historians received. The primary training program was conducted by the U.S. Army Reserve Command (USARC) and was based upon a Civil War scenario.

CMH worked with the USARC senior leadership to realign the organization of military history training within USARC. A new training program has been developed based upon the mission essential tasks that MHDs have actually been required to perform in Iraq and Afghanistan. The training now focuses on the collection of electronic records and includes a scenario-driven exercise developed at CMH based upon an actual combat operation in Iraq.

MHDs and individual historians also now come to CMH for pre-deployment training on military history skills. Our training program increasingly includes mission-specific training tailored to each unit. This has become particularly important as the Navy has provided MHDs for deployment to Afghanistan. Since we have an enduring CMH presence in theater, we are also able to provide on-the-job training to historians while they are deployed, as necessary. This has been especially important to bolster the training of Navy personnel serving in history positions in Afghanistan.

CMH is also taking the lead to ensure that Army MHDs from all components are integrated into the Army Force Generation system so that individuals and historians receive the career development and individual and unit training that are necessary to prepare our history

force for repeated deployments, which is essential since each MHD can now expect to deploy every five years. CMH is now working with the appropriate Army staff agencies and commands to extend training further into the ARFORGEN cycle to allow MHDs to anticipate where they are going to deploy and develop background knowledge on the area of their deployment during their reserve drills prior to mobilization.

IMPROVED OUTPUTS

The increased number of better-trained and capable deployed historians has allowed us to significantly improve the quality and volume of historical products.

We have vastly improved the organization of collected electronic records, even as we have increased the volume of records collected. One important technique for organizing records has been the writing of preliminary monographs on a variety of topics based on collected records. The writing process allows historians to identify gaps in research and to develop the organization of materials for future writers. The preliminary monographs are effective introductions to collected materials and are functional finding aids to large collections of materials, such as the vast archive of Third Army operational, administrative, and logistical documents we have now established. Another innovation has been the development of the Operational Record, a record-keeping technique that conforms to the standard followed by NATO and our major coalition partners, at major headquarters in Afghanistan. The Operational Record is an electronic archive format maintained on a daily basis that includes a daily narrative and an indexed and linked finding aid to most significant documents generated by a headquarters during a twenty-four hour period.

We also now systematically maintain relations with deployed Army units to help them anticipate historical requirements, providing materials that allow them to integrate historical consciousness into their decision-making and sending senior and professional historians to cover the units during their deployments (particularly during important combat operations). For example, LTC Foulks and I are going to Afghanistan after the DAHAC meeting to oversee the collection of historical materials on 2d Brigade, 101st Airborne Division operations in western Kandahar province and to assist the 10th Mountain Division in integrating the RC-South historian with their division G-5 and Red Team, a model pioneered by Dr. Rob Rush in Iraq. We also closely coordinate with the think tank analysts that closely follow the Afghanistan War and we maintain ongoing situational awareness that allows us to quickly answer historical questions from theater.

TAB H



12 March 2010

LTJ Ruben J. Caslen, Jr.
Commanding General
U.S. Army Combined Arms Command
Fort Leavenworth, KS 66027

Dear General Caslen:

Enclosed is the report prepared by a subcommittee of the Department of the Army Historical Advisory Committee (DAHAC) of its recent visit to the Combined Arms Center. The subcommittee spent two days last week meeting with CAC and CGSC historians and CAC and CGSC leaders to provide an analysis of the current state of historical instruction, research, writing, and management programs. A copy of this report will be provided to the full Department of the Army Historical Advisory Committee at its annual meeting in October and will be sent, along with our annual report, to the Secretary of the Army in accordance with our charter.

I visited Leavenworth with a previous DAHAC subcommittee in 2005, which provides us some basis for comparison with this year's visit. I believe that the historical programs at CAC are generally healthy, especially the Department of Military History at CGSC. However, I share the concerns of the subcommittee regarding the personnel status and organizational placement of the Common Studies Institute, which we regard as one of the most valuable components of military history practice and education in the Army. SI frequently figures prominently in our annual report to the Secretary of the Army.

I would ask that you review the attached report before making a final decision on its status. Please let me know if you have any questions or concerns.

Sincerely yours,

Ron Pennington, PhD
Chair, DAHAC

DEPARTMENT OF HISTORY

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Dr. Neiberg's Report of the Subcommittee to Dr. Pennington

Memorandum for: Dr. Reina Pennington, Chair, DAHAC
From: Michael S. Neiberg, University of Southern Mississippi
Subject: Site Visit to Leavenworth, 4-5 March 2010
Date: 10 March 2010

History, Theory, Doctrine, Practice

Introduction

On 4-5 March 2010 a DAHAC subcommittee consisting of myself, Dr. James Carafano, Dr. Britt McCarley, Dr. Mark Parillo, and Dr. Richard Stewart visited three elements of the Ft. Leavenworth History community: the Department of Military History (DMH), the School of Advanced Military Studies (SAMS), and the Combat Studies Institute (CSI). Our overall impressions were extremely positive and we left CGSC confident that the programs are generally robust and healthy. While we urge CGSC not to become complacent, and while we do have recommendations for the maintenance of excellence in the future, we believe that these programs are models for how to use military history as a tool for teaching operational and strategic thought to officers. We also would like to compliment BG Cardon and Dean King for the support and attention they have shown for History education at CGSC. That support has been crucial to maintaining the high quality we saw throughout DMH and SAMS.

Military History in DMH and SAMS

Among the many positives we observed was a uniformly high standard of teaching. We observed classes in both DMH and SAMS and were impressed with both the high quality of History education and its integration into the curriculum. Rather than teaching History as out-of-context vignette or merely case study, History was used as an analytic tool. The DMH lesson of the day, for example, was on the campaigns of Frederick the Great. Instruction focused on the lessons of this era of warfare, including the economic, social, and political limitations on strategy and operations. In this way, the relevance of studying the 18th century came through clearly to the students. DMH and SAMS correctly understand that their goal is not to turn officers into historians, but to teach them to use History appropriately as a tool to help them analyze the problems they will face at the operational and strategic levels.

We were also impressed by the professional development programs at SAMS and DMH. Faculty in these programs are active scholars, with many faculty members publishing books and articles with the most prestigious presses and journals in the field. These efforts keep faculty on the cutting edge of scholarship and establish them as major contributors to their field. Both departments are consistently represented by faculty who make intellectual contributions to the annual Society for Military History meeting, the premier meeting of military historians in the world. Other CGSC faculty represent the program at the International Commission on Military History meetings and on the Canadian-American Battlefield Staff Ride in Sicily. These programs, and others like them, are critical for keeping CGSC scholars at the very top of their profession. In sum, we are pleased to report that these programs have the right people and the right resources in place.

Recommendations for DMH and SAMS

DMH currently has 60 hours in the CGSC curriculum for instruction in History. We believe that this number is right and we urge that it be maintained. The number of hours has changed repeatedly over the years and we recommend that keeping it consistently at 60 is in the best interests of CGSC and its students. We observed that, after years of decline, military history is making a strong comeback in the SAMS curriculum. We recommend continuation of that trend, as it best serves developing the vital skill of critical thinking in SAMS students. We also urge CGSC to investigate ways to fund the Morison Chair on a permanent basis. The photographs of the distinguished scholars in military history who have held the chair grace the walls of DMH and we see tremendous value in the chair's return. We hope that CGSC will be able to find a way to restore a program that provided tremendous value added for students, faculty, and the civilian academic world alike. We were pleased to see support for the return of this chair during our outbrief with BG Cardon and Dean King, and we stand ready to assist in any way we can.

The quality and breath of electives offered by the DMH is also excellent. They are particularly relevant to contemporary military challenges. Electives, however, also serve an important purpose for future curriculum development. They are one way, for example, to flesh out requirements for future operational challenges. Electives are also vital building blocks to prepare selected students for SAMS. We recommend modifying the school policies of determining elective offerings solely on an initial straw poll of student interest. The college should consider creating experimental electives as tools for curriculum development as well as increasing elective prerequisites for SAMS.

Combat Studies Institute

Issues in CSI struck us as more complicated and in many ways harder to solve. CSI provides obvious value to the Army, both as a means of providing "foot soldiers" for TRADOC in getting useful historical insights out to the Army and in developing publications that are directly relevant to current Army issues. CSI's instructional support team, which is in danger of having its staff hollowed out, returns great dividends on its small investment in personnel. With just three staff in the past, it has managed the semi-annual course that teaches ROTC cadre how to accomplish the pre-commissioning military history requirement, developed curriculum for teaching company-grade officers, and ensured that military history instructional standards are followed in the TRADOC service schools. CSI's mission is distinct from those of DMH and SAMS and, in our view, there would be no synergy gained by merging them. Nevertheless, it was obvious to us that CSI occupies a peculiar place within the organizational hierarchy of Leavenworth. Some form of reorganization appears to be necessary to ensure CSI's long-term funding and operational success and, while we do not feel qualified to make a final recommendation on those issues, we do feel that some level of organizational separation between DMH and CSI is in the best interests of both institutions.

We did observe some issues of concern. The process of outsourcing CSI histories to a contractor struck us as not fitting the best practices of the field. CSI has limited control over the qualifications of the writers or over the quality of the final product. We are aware that CSI only uses outside contractors because of the lack of DA civilians and the hiring of more DA civilians would likely solve this problem, but the current system is less than ideal. We also observed the Virtual Staff Ride (VSR) of Operation Anaconda. The VSR has obvious potential as a teaching tool, but we wish to underscore that we do not believe that it should serve as a substitute for the traditional staff ride whose tremendous value continues to stand the test of time. There is simply no substitute for being on the ground getting boots muddy.

Summary

Overall, we are pleased to report a positive experience during our visit. The History programs at CGSC seem well designed to meet the challenges of teaching officers to become life-long learners. History education serves as a tool for solving contemporary problems and for meeting CGSC learning outcomes. We urge the incoming leadership at CGSC to protect and continue to grow the healthy and productive programs we observed at DMH and SAMS. We also recommend that the new Combined Arms Center commander review CSI's staffing and funding levels to ensure that its longstanding and multi-faceted contribution to the utility of military history in TRADOC continue unabated

TAB I



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
U. S. ARMY COMBINED ARMS CENTER AND FORT LEAVENWORTH
415 SHERMAN AVENUE, UNIT 1
FORT LEAVENWORTH, KANSAS 66027-2300

April 22, 2010

Office of the Commanding General

Reina Pennington, PhD
Chair, DAHAC
Department of History, Norwich University
158 Harmon Drive
Northfield, VT 05663-1035

Dear Dr. Pennington:

Thank you for providing to me this most comprehensive and informative analysis of our military history works here at the Combined Arms Center. I am delighted to learn that your subcommittee found our historical programs to be generally healthy and our historical products to be highly useful. I believe, as do you, that the study of past military endeavors both in peace and war is a force multiplier for us as we strive to implement our nation's policies at the cheapest cost in blood and treasure. Whether that study is conducted through the courses taught by Department of Military History and School of Advanced Military Studies instructors, or through the published research, staff rides, and technical assistance provided by the Combat Studies Institute, the result is an officer corps better prepared to deal with the complex set of challenges our Army faces today and in the foreseeable future.

As for your concerns regarding the use of contractor personnel in critical roles within the Combat Studies Institute, and the pending realignment of that organization, I am well aware of the situation and share your interest in the well-being of the Combat Studies Institute. Unfortunately, our Army's involvement in two ongoing Overseas Contingency Operations has created new missions for Combat Studies Institute, and new demands for its historical products, while at the same time limiting CAC's ability to staff the organization fully with either uniformed personnel or Department of the Army civilians. To date, we have resourced Combat Studies Institute's legitimate manpower needs through augmentation by contract personnel funded by Global War on Terrorism/Overseas Contingency Operations dollars. I realize that this solution is a temporary palliative only, and will become increasingly unsustainable as Global War on Terrorism/Overseas Contingency Operations funds decline or disappear. Because the products the Combat Study Institute provides to the Army are so important, I will endeavor to place the organization on a more firm personnel footing by implementing the findings of the most recent manpower survey as soon as in-sourcing dollars become available. Similarly, as the reorganization of the subordinate elements of the Combined Arms Center takes place, I will ensure that the Combat Study Institute will find an organizational home that will enhance its long record of success, not degrade it.

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Again, thank you for taking such an abiding interest in the Combined Arms Center's historical programs. Their role in leader development has never been more timely nor more critical, given the uncertain environment in which we must operate. In recognition of that fact, I will endeavor to keep them Army Strong on my watch.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Caslen, Jr.", written in a cursive style.

Robert L. Caslen, Jr.
Lieutenant General, US Army
Commanding

TAB J

Key Points from Dr. Michael Neiberg's AWC Report to the Department of the Army Historical Advisory Committee Delivered 21 Oct 2010

1. The creation of a separate Department of History is likely to create more problems than it could solve. We need to focus on what the DAHAC hoped a Department of History might do and look for ways to solve these problems. In other words, it is a question of ends, not means.
2. I do see a deep respect and enthusiasm for history inside AWC, as evidenced, inter alia, by the extremely strong discussions of Thucydides led by Craig Nation. We also have great support from the chain of command all the way to MG Martin, who was actively engaged in the Gettysburg Staff Ride and has been equally engaged in seminar discussions.
3. There are tremendous historical resources for students at AWC. In my few weeks at AWC Richard Kohn, Mark Stoler, Rick Atkinson, and others have spoken to students. In addition, the Perspectives lectures, the Kleber readings, and the NTLs during TWS offer further instruction in history. It's not clear to me that as many students are taking advantage of these opportunities as they might, but some wonderful opportunities are here.
4. The Thinking in Time lesson in ST shows a willingness to engage with history as a critical thinking tool. This is very important in helping our students understand that history is not a compilation of facts any more than chemistry is about memorizing the periodic table of elements.
5. AWC, it seems to me, differs from DMH/CGSC in that the latter is largely focused on military history. Because AWC deals with strategy, our discussions deal as often with non-military history topics as they do with military history. As a result, I think AWC needs scholars who understand military history, but are capable of dealing with a much wider set of historical problems. This should be an issue for consideration during future hiring cycles.
6. I am uncomfortable when I hear people say "Oh, your seminar is lucky. It has a real historian" or "my seminar practices history without a license." We do face the real challenge that some seminars get distinguished historians while others may get a bright and well-meaning "historian" who has no training in the discipline. This may be a recruitment issue or a training issue or something else, but it is a real concern.
7. AHEC is a marvelous – one could say unparalleled – resource for our students, but it remains underused. Again, this varies by seminar. Some (like mine) have been there four or five times and actively used the collections. Other students may have no idea it is there.

In the second and third phases of this briefing, I spoke of the meetings I have had with all of you to discuss this issue and your willingness to take the problems seriously and look for solutions. I also spoke of our interest in experimenting with the NWC model of case studies and I highlighted the conference of SSS historians we hope to host in April. I also told them that I

was going to engage further with DDE, BSAP, and ASAP as well as examine the electives offering.

I finished by highlighting the three areas of concern I have observed: the lack of consistency in historical education across seminars; the need to integrate AHEC and MHI more fully; and the need to teach history not for the sake of history, but to help AWC meet its mission of teaching strategy to senior leaders.